School Year: **2022-23**

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	Glen Avon Elementary School
Address	4352 Pyrite Street Jurupa Valley, CA 92509-3338
County-District-School (CDS) Code	33 67090 6032163
Principal	Felicia Noel
District Name	Jurupa Unified School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 16, 2022

Local Board Approval Date	June 13, 2022

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

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School Vision and Mission

Motto:
Roadrunners R.A.C.E for Success
Our students are learning how to be RESPONSIBLE, ACHIEVE, show CHARACTER, and how to be EMPATHETIC.

Mission Statement:
“Glen Avon Elementary School has no limits to the academic success of each child” is the mission statement by which every member of our learning community operates. Our goal is to ensure that every child succeeds at the highest level. At Glen Avon Elementary, we educate the whole child offering rigorous academics alongside multiple opportunities to develop the social-emotional skills necessary to succeed in today’s world.

Vision Statement:
We believe in a growth mindset working with students to internalize the relationship between hard work and progress. The team at Glen Avon is committed to providing each child a superior education by ensuring engaging instruction in a safe environment.

School Profile

Describe The students and community and how school serves them.

The Story

Glen Avon Elementary School is one of seventeen elementary schools in the Jurupa Unified School District. The current school building was constructed and opened in 1951. It is located in an unincorporated urban fringe area of the city of Riverside in Riverside County. Glen Avon's modernization project was completed in 2021 with a new front office, refurbished classrooms in rooms 2-30, and a library/makerspace. The library/makerspace is an area where students may explore hands-on activities. The playground and outside landscaping were updated as well.

Glen Avon is an AVID Advancement Via Individual Determination Elementary school and majority of our teachers are trained in AVID strategies throughout grades TK-6. As new teachers join the school we provide AVID training opportunities for them. Our school has twenty full-time teachers along with 21 classified staff positions serve Glen Avon's students during the regular school day. Two Literacy Support Teachers (LST) provide supplemental services to students and teachers. A principal with the services of a secretary, one full-time clerk, one full-time translator clerk typist and two full-time custodians administer the school. Two Resource Specialists (RSP), one Teacher on Special Assignment, a part-time nurse, one part-time speech therapist and a part-time School Psychologist provide Special Education services. Three part-time bilingual tutors and four special education aides assist students. There is one part-time health care aide who provides medical and clerical support to students and school nurse. The Glen Avon staff provides every child with a rewarding and enriching educational experience. At Glen Avon our dedicated staff implements a Common Core State standards-based curriculum along with the very best educational teaching methods in reading, writing and mathematics in order to provide all of our children with an exemplary education. Glen Avon students, staff, parents, and community are working together to shape young minds and create lifelong learners. Glen Avon teachers are trained in accessing JUSD’s data system, Illuminate, to generate reports of their students’ assessment results to collaborate and plan rigorous classroom instruction. The District also offers Alludo which is in online platform where staff members may participate in courses of interest to each person.

In an effort to provide a safe school environment at Glen Avon, seven activity supervisors assist with student supervision and safety before school, during the school day and after school. Teachers at Glen Avon provide instruction of the Common Core State Standards (CCSS) in math using district adopted curriculum McGraw Hill My Math in grades K-6. Glen Avon teachers continue to enrich their knowledge of standards based curriculum with grade level specific staff development in Balance Math and Math F.U.N. provided by Riverside County Office of Education (RCOE). Glen Avon teachers provide instruction in CCSS to students in grades K – 6 using the adopted ELA/ELD Language Arts curriculum McGraw Hill Wonders. Teachers access online resources to compliment all

curriculum. Glen Avon is continuing its technology upgrade by expanding student access to technology via JUSD's Digital Gateway Initiative, an initiative designed to provide students the opportunity to enhance their learning through the use of 1:1 device technology. Chromebooks are the property of the district. Similar to other district property, chrome books will be checked out to students in grades Kindergarten to 6th. Students will take the devices home to be used to conduct research and class assignments. Teachers will use devices in classrooms to compliment instruction and expose students to interactive discussions using Powerschool Learning and Google Classroom. Kindergarten and First Grade students Chromebooks are kept in their classrooms.

Students in grades Kindergarten-Sixth grades that require more intensive support in acquiring essential reading skills than traditional strategic intervention provides, receive Guided Reading 4 days per week. The two LSTs provide instruction that is more explicit, systematic, and specifically designed to meet the individual needs of these students that perform two or more years below grade level by "closing the gap" in their reading performance with Guided Reading Groups. One LST focus is on primary students that provides intensive intervention to first and second grade students struggling with ELA in the afternoons.

An elementary media center clerk works full-time to check out books to students and teachers, inventory and track all library resources, and process the purchase of books and/or other instructional materials requested by teachers, and provide bi-weekly lessons while exploring the Makerspace. The library houses 7,000 books and reference materials, with a growing satellite K-4 collection of 2,000 books housed in classrooms for teacher use. Parents of Glen Avon students are also invited to use the school library to conduct on-line searches of community resources, as well as educational resources for their family.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The following are the key features of this school year's SPSA:
1. BSEL/PBIS will continue to be a focus with support from RCOE to fully implement Tier 1 systems. Assemblies, lessons, and skill building will be utilized to support our school wide expectations and increase positive behaviors. We will also use Second Step to further support our students' SEL.
2. Intervention/Enrichment will continue to be offered to students before, during, and after school.
3. Inclusive practices will continue to be explored and implemented through the collaboration and planning of special education staff and grade level teachers. Additional resources and professional development will be used to support inclusion.
4. AVID strategies will be explored by attending the Summer Institute as well as providing site based professional development to deepen our understanding of AVID and implement strategies more effectively.
5. Delivering targeted differentiated instruction in ELD, mathematics, and literacy.
6. Continued collaboration among staff.
7. Parent workshops, resources, and materials relating to our schools goals: literacy, SEL, and Math.
8. Offer opportunities to involve students as leaders and give them opportunities to gain a voice.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Glen Avon demonstrated great progress in:

Suspension Rate Indicator - The suspension rate was 0% for all groups. This was lower than the suspension rate for the district, county, and state.

For the 2021-2022 school year, Glen Avon used NWEA to monitor student progress and used the data to make informative decisions to support all students in ELA and math.

Our students are stronger in ELA overall but our math growth is higher than our ELA growth. Our 1st and 3rd grade students made a 10 points or higher growth from Fall to Spring in ELA. Kinder, 1st, 2nd, and 4th grade students made a 10 points or higher growth from Fall to Spring in Math. Also, 3rd and 6th grade students scored 50% or more in average to high average in ELA. Kinder, 3rd, 4th, and 6th grade students scored 40% or higher in average to high average in Math.

As a site, we will continue to focus on providing rigorous instruction, intervention, and SEL as well as offering ELO sessions to increase our growth in literacy and mathematics. Providing staff to address our students performing below grade level standards, and ELLs will have a positive impact of our academic achievement. We will continue to analyze data and align instructions to have the greatest impact for our students. Coaching and PD in the areas of AVID, SEL/PBIS, CCSS, and NGSS will strengthen our academic supports and student engagement. Support will continue during Guided Reading for all grade levels to address studnets who have significant achievement gaps in reading foundations.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on the 2019 SBAC Dashboard and Calpads data, Glen Avon:
Mathematics: was able to maintain at the "Orange" level but are 30.9 points below the standard. Our students who are showing the least amount of progress are our students with disabilities who are Yellow and 84.6 points below the standard in mathematics. They are "Orange" in English Language Arts with 75.3 points below the standard Attendance: there was an increase of 4.2 to 10.9%.
Suspension: there was an increase of 1.4% of suspensions.

Current data indicates a continued effort to increase our EL reclassification rates as only 5.95% were reclassified. NWEA data, also shows a lower rate of growth for ELL students compared to our English only students. Due to COVID-19, our site was not fully staffed with BLTs to support our ELL students. Therefore, it is essential to provide additional support for ELL students across all grade levels to help close the achievement gap.

Students with Disabilities (SWD) is another area of need. Inclusive practices will need to be strengthened to provide the best support of our students.

Although, we made growth in both ELA and Math according to NWEA data, our growth is still behind the national RTI norms. It is vital to continue to support our students with interventions during the day to support academic growth for all students. There are continued needs for 2 LST, a Math Support Teacher (MST), 3 BLTs, and additional support to provide small group instruction to help close the achievement gap. NWEA data indicates that 4th - 6th grade students made the smallest growth from Fall to Spring in ELA. While, 5th and 6th grade students made the smallest growth in Math.

Chronic Absenteeism continue to grow especially with COVID-19 policies about exposure and who needed to be quarantined. Our current data shows that our average attendance rate is 92.30%. Continued effort in addressing our low attendance rates by utilizing our staff to hold empathy interviews, conduct home visits, and outreach to parents about attendance is a high priority for Glen Avon as well as providing attendance information and resources to families.

We strive to continue to improve our school wide expectations to create a positive culture which will improve attendance, academics, and decrease our behaviors. There is a need to address our SEL by using the Second Step program and provide peer mediators on campus during recess and lunch for grades 4th - 6th.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

According the 2019 SBAC Dashboard:
Student groups two levels below- We need to continue to review educational strategies to support our our students who have disabilities who are in Yellow for math and orange for English Language Arts.
Glen Avon did not make 3% growth overall but only made a 1 point growth.
CAASPP 2018-19 Actual - ELA % Standard Met/Exceeded: Actual - 45.28.
CAASPP ELA Actual Progress, Fall 2019 - School: -14.1 points below standard; increased + 1.0 and maintained orange. SWD had our largest growth - 75.3 points below standard; +24.6 increased significantly orange.
CAASPP Math Actual Progress, Fall 2019 - School: -30.0 points below standard; +0.4 and maintained orange. SWD -84.6% points below standard; +54.* increased significantly to yellow.

2 LSTs will continue to provide intervention to students who are in need to support and intervention. A Math Support Teacher will be added this year to provide support in mathematics. Both MST and LSTs will provide support and resources to all educational stakeholders as needed.

Attendance, SEL, school culture, and parent involvement will be supported by continuously providing school wide events, meetings, assemblies, spirit weeks, and incentives throughout the year.

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

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

The purpose of the School Plan for Student Achievement (SPSA) is to increase the academic achievement of ALL students, monitor progress and reclassify English Learner students, improve school climate, and broaden opportunities for parent and family engagement. As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with educational partner involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that

students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

The state indicators that we will focus on for Comprehensive Support and Improvement are for All Students in Chronic Absenteeism, Suspension Rate, English Language Arts and Mathematics indicators. Using the 2019 Dashboard data, a root cause analysis was specifically on identifying evidence-based strategies to support Chronic Absenteeism and Suspension Rate that were primarily in the Red and Orange performance levels with our English Learners and Hispanic student groups performing low or very low. Our English Learners are progressing at a medium rate of 51.5% making progress towards English language proficiency, with state progress at 48.3%. Chronic Absenteeism will be our greatest focus with 10.9% chronically absent based on an increase of 4.2% with our greatest increases in Hispanic, Socioeconomically Disadvantaged and Student with Disabilities student groups of 4.3%, 4.6%, 11.1%, relatively. Our focus will continue to be improvement in Attendance and lowering the number of suspensions. During the 2020-21 school year 0 students were suspended.

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

SPSA analysis is conducted in conjunction with a needs assessment secured from staff (Grade levels, Leadership team, CSI team, BSEL committee) and parent groups (School Site Council and English Learner Advisory Committee). Parent groups meet monthly/bimonthly and are involved in the planning, development, revision, and approval process for the current SPSA. School data is shared with staff and families with recommendations being secured. SPSA development is a collaborative process with ELAC, staff, and other educational partners recommendations being shared with and approval by SSC.

Resource Inequities

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

Due to increase of PERS and STRS more of our funding has been used to cover those expenses. If more funding is available, we would like to be able to provide additional academic supports, collaboration days for grade levels for planning and Data analysis. We would also like to be offer Extended Learning Opportunities for struggling students. Digital learning and family outreach will be a focus to decrease absenteeism and suspensions that will also help to improve our academic gaps.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	90	79	75
Grade 1	70	69	61
Grade 2	80	72	75
Grade3	68	80	73
Grade 4	65	71	83
Grade 5	77	65	69
Grade 6	91	82	61
Total Enrollment	541	518	497

Conclusions based on this data:

1. We have seen a trend of declining enrollment over the past 3 years.
2. Our Hispanic student group continues to be our largest percentage.
3. There has been an increase in in our 4th grade over the past 3 years.

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	225	204	184	41.6%	39.4%	37.0%
Fluent English Proficient (FEP)	96	101	90	17.7%	19.5%	18.1%
Reclassified Fluent English Proficient (RFEP)	26	26	16	10.8%	11.6%	7.8%

Conclusions based on this data:

1. There has been a decrease in the number of English Learners enrolled over the past three years.
2. The percentage of Reclassified Fluent English Learners has decreased.
3. The number of FEP students over a 3-year period has ranged between 17.7% - 19.5% showing a decrease for the 20-21 school year.

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 Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	69	67	71	68	66	0	68	66	0	98.6	98.5	0.0
Grade 4	82	67	82	81	67	0	81	67	0	98.8	100	0.0
Grade 5	85	77	71	85	77	0	85	77	0	100	100	0.0
Grade 6	95	95	61	95	90	0	95	90	0	100	94.7	0.0
All Grades	331	306	285	329	300	0	329	300	0	99.4	98	0.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2434.0	2426.3	N/A	23.53	12.12	N/A	35.29	36.36	N/A	17.65	28.79	N/A	23.53	22.73	N/A
Grade 4	2461.9	2457.3	N/A	19.75	17.91	N/A	29.63	25.37	N/A	22.22	28.36	N/A	28.40	28.36	N/A
Grade 5	2472.6	2492.1	N/A	8.24	16.88	N/A	29.41	29.87	N/A	28.24	22.08	N/A	34.12	31.17	N/A
Grade 6	2506.1	2515.0	N/A	9.47	7.78	N/A	29.47	40.00	N/A	34.74	25.56	N/A	26.32	26.67	N/A
All Grades	N/A	N/A	N/A	14.59	13.33	N/A	30.70	33.33	N/A	26.44	26.00	N/A	28.27	27.33	N/A

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.65	10.61	N/A	48.53	62.12	N/A	33.82	27.27	N/A
Grade 4	16.05	13.43	N/A	60.49	55.22	N/A	23.46	31.34	N/A
Grade 5	14.12	22.08	N/A	48.24	45.45	N/A	37.65	32.47	N/A
Grade 6	11.58	15.56	N/A	50.53	46.67	N/A	37.89	37.78	N/A
All Grades	14.59	15.67	N/A	51.98	51.67	N/A	33.43	32.67	N/A

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.00	25.76	N/A	48.53	54.55	N/A	26.47	19.70	N/A
Grade 4	24.69	17.91	N/A	49.38	59.70	N/A	25.93	22.39	N/A
Grade 5	18.82	16.88	N/A	50.59	59.74	N/A	30.59	23.38	N/A
Grade 6	14.74	17.78	N/A	56.84	56.67	N/A	28.42	25.56	N/A
All Grades	20.36	19.33	N/A	51.67	57.67	N/A	27.96	23.00	N/A

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.12	12.12	N/A	66.18	69.70	N/A	14.71	18.18	N/A
Grade 4	16.05	19.40	N/A	62.96	55.22	N/A	20.99	25.37	N/A
Grade 5	5.88	14.29	N/A	60.00	61.04	N/A	34.12	24.68	N/A
Grade 6	8.42	15.56	N/A	70.53	66.67	N/A	21.05	17.78	N/A
All Grades	11.85	15.33	N/A	65.05	63.33	N/A	23.10	21.33	N/A

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.76	16.67	N/A	47.06	62.12	N/A	16.18	21.21	N/A
Grade 4	22.22	8.96	N/A	53.09	64.18	N/A	24.69	26.87	N/A
Grade 5	16.47	20.78	N/A	52.94	49.35	N/A	30.59	29.87	N/A
Grade 6	24.21	22.22	N/A	56.84	56.67	N/A	18.95	21.11	N/A
All Grades	24.32	17.67	N/A	52.89	57.67	N/A	22.80	24.67	N/A

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

Conclusions based on this data:

1. Our students were Below the Standard of Reading (32.67%) As compared to (33.43%) of our students from the previous year. (23%) Our students were Below the Standard in Writing the previous year and (27.96%) were below the standard of Writing in 2017-2018) (21.33%) of students were below the standard in Listening during 17-18. (23.10) were below the Standard for Research/Inquiry during 2017-2018. During the 2017-2018, (22.80%) were below the standard for Research/Inquiry and during the 18-19 were 24.67. Overall for English Language Arts, we had growth in each subsection, except Research/Inquiry.

2. Overall, the mean scale score remain about the same over a 3-year period.

3. The percent of students taking the assessments is consistently over 98%.

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 Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	70	67	71	70	67	0	70	67	0	100	100	0.0
Grade 4	82	67	82	81	67	0	81	67	0	98.8	100	0.0
Grade 5	85	77	71	85	77	0	85	77	0	100	100	0.0
Grade 6	95	95	61	95	94	0	95	94	0	100	98.9	0.0
All Grades	332	306	285	331	305	0	331	305	0	99.7	99.7	0.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2444.1	2455.8		28.57	26.87		30.00	28.36		17.14	28.36		24.29	16.42	
Grade 4	2456.0	2461.9		7.41	17.91		32.10	22.39		30.86	32.84		29.63	26.87	
Grade 5	2474.3	2470.2		7.06	14.29		17.65	10.39		37.65	28.57		37.65	46.75	
Grade 6	2503.1	2497.7		15.79	3.19		15.79	28.72		32.63	34.04		35.79	34.04	
All Grades	N/A	N/A	N/A	14.20	14.43		23.26	22.62		30.21	31.15		32.33	31.80	

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.71	40.30		24.29	37.31		30.00	22.39	
Grade 4	20.99	26.87		32.10	26.87		46.91	46.27	
Grade 5	15.29	14.29		34.12	31.17		50.59	54.55	
Grade 6	18.95	14.89		33.68	39.36		47.37	45.74	
All Grades	24.17	22.95		31.42	34.10		44.41	42.95	

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.29	34.33		31.43	37.31		34.29	28.36	
Grade 4	16.05	19.40		51.85	43.28		32.10	37.31	
Grade 5	8.24	16.88		50.59	37.66		41.18	45.45	
Grade 6	12.63	8.51		48.42	46.81		38.95	44.68	
All Grades	16.92	18.69		46.22	41.64		36.86	39.67	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.29	38.81		38.57	44.78		17.14	16.42	
Grade 4	22.22	22.39		38.27	50.75		39.51	26.87	
Grade 5	7.06	7.79		51.76	54.55		41.18	37.66	
Grade 6	17.89	10.64		40.00	55.32		42.11	34.04	
All Grades	21.75	18.69		42.30	51.80		35.95	29.51	

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

Conclusions based on this data:

1. Students have shown positive growth from 2017-18 to 2018-19. Overall we have less % of students who are below the standard in Math. 2017-2018 had 32.33 % below the standard. 2018-2019 had a decrease to 31.80 below the standard.For Concepts & Procedures-also a decrease of students Below the standard from 44.41 to 42.95. Problem Solving & Modeling/Data Analysis had an increase of Below the standard from 36.86 to 39.67. Communicating Reasoning had a decrease in Below the standard from 35.95 to 29.51.
2. Our strongest area was Concepts & Procedures in 2018-2019 with 3rd grade scoring 40.30.
3. Although 3rd grade had a decrease from 2016-2017 to 2018-2019, they still had the highest percentages in overall achievement for Met and Exceeded the standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1421.4	1421.1	1402.8	1424.4	1431.2	1416.4	1414.2	1397.2	1371.3	45	41	33
1	1462.6	1455.4	1432.9	1456.1	1456.0	1450.3	1468.7	1454.5	1415.0	47	30	22
2	1482.4	1493.2	1452.2	1482.0	1492.3	1445.9	1482.3	1493.7	1458.1	35	49	31
3	1503.7	1490.3	1480.6	1502.3	1493.1	1476.5	1504.5	1487.0	1484.3	25	23	31
4	1518.2	1535.3	1487.7	1513.8	1543.6	1487.3	1522.0	1526.4	1487.4	25	14	35
5	1535.0	1533.5	1486.2	1533.0	1531.9	1482.7	1536.4	1534.5	1489.4	31	22	21
6	1535.3	1526.3	1515.3	1531.7	1530.4	1513.1	1538.5	1521.7	1517.2	33	29	12
All Grades										241	208	185

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	28.89	4.88	9.09	31.11	43.90	21.21	31.11	43.90	51.52	*	7.32	18.18	45	41	33
1	40.43	3.33	0.00	36.17	43.33	27.27	*	50.00	50.00	*	3.33	22.73	47	30	22
2	37.14	18.37	3.23	45.71	51.02	41.94	*	26.53	38.71		4.08	16.13	35	49	31
3	*	13.04	6.45	64.00	47.83	38.71	*	30.43	38.71	*	8.70	16.13	25	23	31
4	*	42.86	11.43	48.00	42.86	28.57	*	14.29	45.71		0.00	14.29	25	14	35
5	45.16	22.73	0.00	35.48	36.36	23.81	*	40.91	52.38	*	0.00	23.81	31	22	21
6	33.33	24.14	8.33	36.36	44.83	33.33	*	13.79	50.00	*	17.24	8.33	33	29	12
All Grades	32.78	15.87	5.95	40.66	45.19	30.81	20.75	32.69	45.95	5.81	6.25	17.30	241	208	185

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.67	12.20	9.09	44.44	41.46	27.27	*	39.02	42.42	*	7.32	21.21	45	41	33
1	51.06	6.67	9.09	25.53	53.33	40.91	*	36.67	40.91	*	3.33	9.09	47	30	22
2	62.86	34.69	9.68	31.43	46.94	38.71	*	14.29	35.48		4.08	16.13	35	49	31
3	*	39.13	19.35	48.00	30.43	48.39		17.39	16.13	*	13.04	16.13	25	23	31
4	48.00	71.43	14.29	*	28.57	51.43	*	0.00	22.86		0.00	11.43	25	14	35
5	61.29	31.82	14.29	*	54.55	33.33	*	13.64	38.10	*	0.00	14.29	31	22	21
6	57.58	44.83	16.67	*	34.48	58.33	*	6.90	25.00		13.79	0.00	33	29	12
All Grades	48.96	30.29	12.97	33.61	42.79	41.62	12.45	20.67	31.35	4.98	6.25	14.05	241	208	185

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.67	4.88	3.03	*	34.15	15.15	46.67	51.22	51.52	*	9.76	30.30	45	41	33
1	34.04	3.33	0.00	36.17	16.67	22.73	*	66.67	31.82	*	13.33	45.45	47	30	22
2	31.43	12.24	0.00	34.29	42.86	38.71	*	36.73	35.48	*	8.16	25.81	35	49	31
3		0.00	0.00	*	17.39	25.81	48.00	69.57	51.61	*	13.04	22.58	25	23	31
4	*	7.14	2.86	48.00	35.71	11.43	*	50.00	42.86	*	7.14	42.86	25	14	35
5	35.48	0.00	0.00	35.48	22.73	4.76	*	77.27	42.86	*	0.00	52.38	31	22	21
6	*	6.90	0.00	36.36	31.03	8.33	*	41.38	75.00	*	20.69	16.67	33	29	12
All Grades	24.48	5.77	1.08	32.37	30.29	19.46	29.05	53.37	45.41	14.11	10.58	34.05	241	208	185

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	57.78	24.39	6.06	37.78	70.73	81.82	*	4.88	12.12	45	41	33
1	72.34	43.33	22.73	*	56.67	68.18	*	0.00	9.09	47	30	22
2	57.14	28.57	22.58	40.00	69.39	58.06	*	2.04	19.35	35	49	31
3	*	21.74	29.03	64.00	52.17	48.39	*	26.09	22.58	25	23	31
4	44.00	50.00	22.86	48.00	50.00	54.29	*	0.00	22.86	25	14	35
5	64.52	13.64	14.29	*	77.27	71.43	*	9.09	14.29	31	22	21
6	63.64	27.59	8.33	36.36	55.17	75.00		17.24	16.67	33	29	12
All Grades	58.09	28.85	18.92	37.34	63.46	63.78	4.56	7.69	17.30	241	208	185

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.32	9.09	68.89	75.61	51.52	*	17.07	39.39	45	41	33
1	36.17	0.00	0.00	44.68	86.67	90.91	*	13.33	9.09	47	30	22
2	60.00	30.61	9.68	37.14	65.31	74.19	*	4.08	16.13	35	49	31
3	68.00	65.22	22.58	*	26.09	58.06	*	8.70	19.35	25	23	31
4	68.00	85.71	37.14	*	14.29	51.43		0.00	11.43	25	14	35
5	67.74	90.91	23.81	*	9.09	66.67	*	0.00	9.52	31	22	21
6	54.55	58.62	50.00	45.45	27.59	50.00		13.79	0.00	33	29	12
All Grades	48.96	39.42	20.00	42.32	51.44	62.70	8.71	9.13	17.30	241	208	185

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	3.03	64.44	95.12	78.79	*	4.88	18.18	45	41	33
1	48.94	6.67	9.09	38.30	80.00	22.73	*	13.33	68.18	47	30	22
2	37.14	8.16	9.68	37.14	79.59	64.52	*	12.24	25.81	35	49	31
3		0.00	0.00	68.00	60.87	61.29	*	39.13	38.71	25	23	31
4	*	0.00	2.86	68.00	85.71	42.86	*	14.29	54.29	25	14	35
5	*	0.00	0.00	54.84	81.82	42.86	*	18.18	57.14	31	22	21
6	*	6.90	0.00	33.33	37.93	41.67	51.52	55.17	58.33	33	29	12
All Grades	24.90	3.85	3.78	50.62	75.48	53.51	24.48	20.67	42.70	241	208	185

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	35.56	36.59	15.15	51.11	48.78	42.42	*	14.63	42.42	45	41	33
1	31.91	6.67	0.00	57.45	80.00	68.18	*	13.33	31.82	47	30	22
2	*	18.37	6.45	71.43	73.47	64.52	*	8.16	29.03	35	49	31
3	*	8.70	3.23	56.00	82.61	80.65	*	8.70	16.13	25	23	31
4	48.00	28.57	0.00	52.00	71.43	74.29		0.00	25.71	25	14	35
5	67.74	13.64	0.00	*	81.82	61.90	*	4.55	38.10	31	22	21
6	39.39	44.83	0.00	54.55	51.72	100.00	*	3.45	0.00	33	29	12
All Grades	39.00	23.08	4.32	53.53	68.27	67.57	7.47	8.65	28.11	241	208	185

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

Conclusions based on this data:

1. Our students taking the ELPAC has decreased each year. Our highest concentration of English Learners are in grades K- 3.
2. Overall, most of our students are at Level 2 - 45.95% and Level 3 -30,81% while Level 4 is our lowest level with 5.95%
3. Speaking Domain was our strongest area with 20% for all grades and 62.70% in Somewhat/Moderately.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
497	**82.7**	**37.0**	**1.0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	184	37.0
Foster Youth	5	1.0
Homeless	NA	NA
Socioeconomically Disadvantaged	411	82.7
Students with Disabilities	51	10.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.2
American Indian or Alaska Native	NA	NA
Asian	10	2.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	2	0.4
Hispanic	449	90.3
Two or More Races	6	1.2
Native Hawaiian or Pacific Islander	NA	NA
White	21	4.2

Conclusions based on this data:

1. The majority of our student population is Hispanic.
2. The majority of our students population is Socioeconomically Disadvantaged.
3. Student groups also include White, Asian, African American, and Two or More Races.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Glen Avon is identified as being in the Orange Level for ELA, Math, and Suspension Rate for the 2018 testing window. Chronic Absenteeism is Red.

2. During the 2020-21 school year our Chronic Absenteeism is currently at 20.35% therefore, it will continue to a focus at Glen Avon.

3. During the 2020-21 School year we have 0 students suspended but we will continue to expand our PBIS/SEL practices.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	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
Orange	Orange	No Performance Color
12.8 points below standard	30 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.3 points	Declined -5.4 points	1
285	157	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	18.5 points below standard	75.1 points below standard
1	Increased ++3.7 points	Increased Significantly ++24.8 points
	237	44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 14.6 points below standard Maintained ++2.5 points 261	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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**
78 points below standard Maintained ++1.2 points 78	17.4 points above standard Declined -4.6 points 79	1.4 points below standard Increased ++4.2 points 108

Conclusions based on this data:

1. Even with a significant increase of 24.8 points Students with Disabilities are still 75.1 points below standard. Implementing full inclusion strategies and push in support will assist with increasing the exposure to grade level ELA standards.

2. All of our students maintained with a +2.3 points increase while our English Learners declined -5.4 points. We will continue to focus on supporting our ELL with ELD and utilizing our BLTs.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	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
Orange	Orange	No Performance Color
30.9 points below standard	39.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.4 points	Maintained 0 points	1
285	157	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	35.4 points below standard	84.6 points below standard
1	Maintained ++2.8 points	Increased Significantly ++54.8 points
	237	44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 34.5 points below standard Maintained -1.1 points 261	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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**
83.8 points below standard Increased ++6.1 points 78	4.9 points above standard Maintained ++0.7 points 79	27.5 points below standard Maintained -2.8 points 108

Conclusions based on this data:

1. Overall, students scored in the orange band, maintaining with a 0.4 points increase but still 30.9 points below the standard. The overall data, continues to show intervention in mathematics is necessary to increase student performance.
2. English Learners had an increase of +6.1 points but are 83.8 points below standard.

3. Students with Disabilities continue to be 84.6 points below standard even with a significant increase of +54.8 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color

51.6 making progress towards English language proficiency

Number of EL Students: 159

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
19.4	28.9	6.2	45.2

Conclusions based on this data:

1. English Language Learner progress indicated 51.6% of 159 students making progress towards English Language proficiency.
2. 19.4 decreased one ELPI Level while 45.2 progressed at least one ELPI Level.
3. Overall performance level is Medium.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	2	0	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
Red	Orange	No Performance Color
10.9	7.6	27.3
Increased Significantly +4.2	Increased +1.1	11
578	236	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	12.3	18.8
4	Increased Significantly +4.6	Increased +11.1
	479	64

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	0	Less than 11 Students - Data Not Displayed for Privacy
9	0	Maintained 0	3
		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
11.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	15.8
Increased Significantly +4.3	6	0	Increased +9.9
528			19

Conclusions based on this data:

1. We had in increase in chronic absenteeism by 4.2%. We are in the RED with 10.9%. Attendance is an area of grave concern for Glen Avon. We will continue to hold attendance informational meetings, SART meetings, and use social medial to convey to families the importance of attending school daily.
2. We had an increase to 20.35% of Chronic Absenteeism during the 2020-21 academic year.
3. Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students have the highest rate of Chronic Absenteeism. It is important to focus efforts to address these subgroups.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	2	0	0	0

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

Orange

2.5

Increased +1.4

592

English Learners

Red

3.3

Increased Significantly +2.5

243

Foster Youth

No Performance Color

38.5

13

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4

Socioeconomically Disadvantaged

Red

3.1

Increased Significantly +2.1

488

Students with Disabilities

Orange

4.7

Maintained +0.1

64

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not		0	Less than 11 Students - Data Not
9		Maintained 0	5
		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		No Performance Color
2.2	Less than 11 Students - Data Not		5.3
Increased +1.2	6		Declined -0.3
540			19

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.1	2.5

Conclusions based on this data:

1. Based on the 2019 data, our suspension rate has Increased. We have increased by 1.4% to 2.5%. Our English Learners, SED and SWD all increased suspensions.
2. We are working on revising our PBIS/BSEL program to support our students and promote positive behavior.
3. During the 2020-21 we had 0 students suspended.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	P2

Identified Need from the Annual Evaluation and Needs Assessment:

2021 NWEA ELA Data:

Kinder - 38% students scored average to high average:	Fall - 134.5	Winter - 138.6	Spring - 143.8
1st Grade - 26% students scored average to high average:	Fall - 147.3	Winter - 155.2	Spring - 158.9
2nd Grade - 39% students scored average to high average:	Fall - 160.9	Winter - 170.2	Spring - 174.1
3rd Grade - 50% students scored average to high average:	Fall - 180.5	Winter - 190.2	Spring - 191.4
4th Grade - 45% students scored average to high average:	Fall - 189.3	Winter - 195.0	Spring - 196.2
5th Grade - 37% students scored average to high average:	Fall - 196.8	Winter - 198.2	Spring - 201.3
6th Grade - 54% students scored average to high average:	Fall - 204.5	Winter - 206.5	Spring - 209.2

2021 NWEA Math Data:

Kinder - 41% students scored average to high average:	Fall - 137.0	Winter - 142.9	Spring - 148.2
1st Grade - 31% students scored average to high average:	Fall - 153.9	Winter - 159.4	Spring - 163.9
2nd Grade - 33% students scored average to high average:	Fall - 165.9	Winter - 173.8	Spring - 178.5
3rd Grade - 48% students scored average to high average:	Fall - 178.6	Winter - 189.1	Spring - 193.7
4th Grade - 42% students scored average to high average:	Fall - 189.5	Winter - 196.6	Spring - 199.7
5th Grade - 25% students scored average to high average:	Fall - 192.7	Winter - 198.8	Spring - 201.5
6th Grade - 46% students scored average to high average:	Fall - 206.0	Winter - 211.6	Spring - 215.6

The analysis shows that we continue to struggle in both ELA and Math as we only two grade levels scored in the 50th percentile in ELA. We need to continue to refine our efforts in ELA through Guided Reading and Intervention. We need to continue to provide the first best teaching practices for all student in both ELA and mathematics. We also need to continue to provide reading and math intervention to all students performing below grade level. A Primary Literacy Support Teacher teacher and our English Language Facilitator (ELF) will continue to support Bilingual Language Tutors(BLTs) through the Guided Reading process and refine the support of Foundation Reading skills. The primary LST will also support teachers with Reading Running records and modeling lessons for Guided Reading. The intermediate grade LST will continue to provide support for teachers and students in grade 4-6 in Language Arts, including Guided Reading. A Math Support Teacher (MST) will be added to support mathematics. Designated and Integrated ELD will continue to be provided at all English Learners. The

data also, supports additional resources (materials and staff) to support intervention as our Kinder, 1st, 2nd, 4th, and 5th grade students did not score in the 50th percentile. For math, no grade level scored in the 50th percentile.

Due to the data, more resources, PD, collaboration, trainings need to be put in place to support the academic and SEL growth off all students in order to close the achievement gap. Teachers needs time for standards based instructional planning, co-teaching opportunities, sharing of resources and goal setting based on data analyzes.

We will continue with refining AVID strategies and implementation by providing untrained staff to AVID Path and/or Summer Institute trainings. Previously trained staff may also be provided a review of WICOR strategies and AVID Path trainings. Grades 3-6 will continue to conduct AVID assessments to analyze progress towards AVID site team goals.

We will continue to be an Inclusion School next and will support our Special Education students with two Resource Specialist Teachers and Instructional Aides.

Our SST Team will continue to meet to form plans of intervention strategies for struggling students. Our students who are struggling emotionally will be supported by a district provided Behavior Health Associate/Therapist, our school wide practice of PBIS and by using our SEL program Second Step.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	2020-2021 ELPAC Data 5.95% Proficient Level 1 (Minimally Developed) - 17.30% Level 2 (Somewhat Developed) - 45.95% Level 3 (Moderately Developed) - 30.81% Level 4 (Well Developed) - 5.95%	2022-2023 ELPAC Expected Outcomes: 8% of EL students will be Proficient as indicated on the ELPAC. Level 3 and Level 4 will have an increase while Level 1 and Level 2 will have a decrease.
P4 English Learner Reclassification Rate	For the 2020-2021 school year 18.1% students were reclassified.	Expected Outcomes for 2022-2023 school year: 20% of Glen Avon students will be reclassified.
P8 Other Student Outcomes - NWEA ELA	2021 NWEA ELA Data: Kinder - 38% students scored average to high average Fall - 134.5 Winter - 138.6 Spring - 143.8	2022-2023 NWEA ELA Expected Outcomes: All grade levels K - 6th will have an increase of 2% in the number of students who score average to high average on the NWEA ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1st Grade - 26% students scored average to high average Fall - 147.3 Winter - 155.2 Spring - 158.9 2nd Grade - 39% students scored average to high average Fall - 160.9 Winter - 170.2 Spring - 174.1 3rd Grade - 50% students scored average to high average Fall - 180.5 Winter - 190.2 Spring - 191.4 4th Grade - 45% students scored average to high average Fall - 189.3 Winter - 195.0 Spring - 196.2 5th Grade - 37% students scored average to high average Fall - 196.8 Winter - 198.2 Spring - 201.3 6th Grade - 54% students scored average to high average Fall - 204.5 Winter - 206.5 Spring - 209.2	
P8 Other Student Outcomes - NWEA Math	2021 NWEA Math Data: Kinder - 41% students scored average to high average Fall - 137.0 Winter - 142.9 Spring - 148.2 1st Grade - 31% students scored average to high average Fall - 153.9 Winter - 159.4 Spring - 163.9 2nd Grade - 33% students scored average to high average Fall - 165.9 Winter - 173.8 Spring - 178.5 3rd Grade - 48% students scored average to high average Fall - 178.6 Winter - 189.1 Spring - 193.7	2022-2023 NWEA Math Expected Outcomes: All grade levels K - 6th will have an increase of 2% in the number of students who score average to high average on the NWEA Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th Grade - 42% students scored average to high average Fall - 189.5 Winter - 196.6 Spring - 199.7 5th Grade - 25% students scored average to high average Fall - 192.7 Winter - 198.8 Spring - 201.5 6th Grade - 46% students scored average to high average Fall - 206.0 Winter - 211.6 Spring - 215.6	
P8 Other student outcomes - 6th Grade HMH Reading Inventory for ELA/Read 180	Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows (MDTP Assessment, Spring 2021): ELA No Met - 26% Nearly Met - 36% Met - 20% Exceeded - 18%	HMH Reading Inventory Expected Outcomes for 2022-2023: 6th grade students will have an increase of 2% in the HMH Reading Inventory for ELA overall.
P8 Other student outcomes - 6th Grade MDTP for Math (Mathematics Diagnostic Test Project)	Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows (MDTP Assessment, Spring 2021): Math Not Met - 31% Nearly Met - 28% Met - 8% Exceeded - 33%	MDTP Goals for 2022-2023: 6th grade students will have an increase of 2% in the MDTP for math overall.

Planned Strategies/Activities

Action 1.1

1.1 CCSS/NGSS Implementation

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide opportunities for full implementation of Common Core State Standards (CCSS) through researched-based academic strategies, professional development, instructional coaches, NGSS coordinators, Literacy Support Teachers, Math Support Teacher, and when necessary outside consultants to support implementation plan. B. Provide supplemental materials, resources, instruction, release time for collaboration or professional development, incentives, library resources, technology, substitutes, and etc. for ELA, ELD, Math, NGSS/Science, STEM/STEAM, and intervention to support ALL students. Examples, copy machines, printers, printing, calculators, novels, leveled readers, manipulatives, software, informational texts, and etc. C. Digital resources/on-line subscriptions including: technology, software, and other supplemental materials to support all students across all curriculum. D. The Media Center Clerk will provide students, families, and educational partners access to the library, support for distributions and collection of core materials and provide technology support. E. Purchase materials and supplies for school library/makerspace such as earbuds, eBooks, digital resources, and other needed supplies. F. Provide incentives during CAASPP testing to enhance performance. G. Provide student engagement materials, incentives, and awards for academic performance, citizenship recognition, attendance, and progress. H. Support literacy by purchasing library books (recreational outside reading) to support reading and numeracy fluency.	X All Students	Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5970 Copier maintenance contracts 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $5,000 Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2,166 Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $4,600 Materials and Supplies for Makerspace 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000 EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $60,364 Software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $9000

Action 1.2

1.2 Staff Development/Collaboration

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide staff development for classified, certificated, and administrators throughout the school year. Professional development will include professional books, coaching, training, conferences, in supporting student academic achievement, inclusive of the use of technology, effective student behavior management strategies to keep students engaged in learning: CCSS, ELA, ELD, AVID, inclusion, math, SEL, science/NGSS (STEAM/STEM) in order to prepare staff to implement rigor and depth required by CCSS and ensure students are college and career ready. B. Provide release time and/or collaboration time for both certificated and classified staff to provide support to school events and student needs throughout the year. This can include GATE, AVID, Special Ed/Inclusion, Science Fair, and etc. C. Professional development to support all students across the curriculum: AVID, ELD, CCSS, NGSS, Math, Social Studies, Physical Education, Cultural Sensitivity, and etc. D. Provide release time/substitutes for teachers to have the opportunity to participate in planning time, data analysis, collaboration with SpEd team, and other practices that will support all students reaching grade level proficiency.	X All Students	Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $2946 Teacher hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $3,500

Action 1.3

1.3 Intervention

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Extended learning opportunities will be provided through Universal Access time and skills focused structured before/after-school Extended Learning Opportunity classes. Extended learning opportunities may be offered during monthly Saturday School Academics. The Saturday Academies will be offered for all grade levels K - 6th. Classes will be for targeted students using the results of data analysis.	X All Students X Other student group(s) Students with Disabilities	Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $100,702 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $74,153

B. Provide resources and materials to support intervention which may include: printed materials, professional development, programs, technology, and/or planning/release time. C. Provide 2 Literacy Support Teacher and resources/supports for implementation of guided reading and intensive intervention for all students. D. Communication Enrichment Program (CEP): Provide voice, fluency, and or articulation skill enrichment. Identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered approach.		Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $74,153 Guided Reading Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000

Action 1.4

1.4 Enrichment

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide enrichment opportunities such as field trips, assemblies, coding, STEM, and STEAM for students to support core instruction and promote critical thinking, problem-solving analyzing, and collaboration skills needed to meet grade level standards. B. Provide materials such as robots, art supplies, STEM/STEAM supplies, sports supplies, and other supplies needed for enrichment programs. C. Provide release time and/or collaboration time for both certificated and classified staff to provide support to school events and student needs throughout the year in order to train, plan, and collaborate. D. Provide band and string instrument classes for 4th - 6th grade students. E. Provide identified GATE students with supplemental services/materials that align with research-based strategies to support GATE learners. F. GATE coordinator collaborates with classes that have GATE clusters to enrich and/or accelerate on CCSS in ELA, Math, Science, and Social Studies.	X All Students	Additional time for BLTs to provide services to EL students 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $5000

Action 1.5
1.5 AVID

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide supplies, materials, incentives, and professional development to support AVID implementation in TK-6 and promote a College and Career Readiness culture on campus. May include: trainings, workshops, presentations, speakers, field trips, binders, agendas, folders, pencil pouches, banners, signs, and etc. B. Purchase additional materials to support AVID implementation including hourly compensation to support AVID coordinator and AVID team time to plan and organize. C. Provide release time for AVID Team and/or Leadership Team to collaborate, plan, and organize AVID and school wide activities to promote college and career readiness. D. Provide time for the AVID Lead and staff to promote college and career readiness among students by planning activities such as College and Career spirit week, activities, incentives, career fairs, field trips, and etc.	X All Students	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000

Action 1.6
1.6 ELD

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide appropriate daily instruction time for K-6 (30 minutes) to implement ELD standards-based instruction using SBE adopted ELD materials. Teachers will also teach ELD. B. Ensure that students are grouped by their appropriate proficiency English Learner Levels: Emerging, Expanding, and Bridging.	X Other student group(s) English Learners	Salary, Three Bilingual Language Tutors (3 hours each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $23,768

C. Bilingual Language Tutors (BLTs) will be assigned to SEI classrooms with EL students who are at the beginning levels of language acquisition. D. BLTs will provide assistance to EL students to clarify instruction in both English and Spanish. E. BLTs will provide extra support during state testing, guided reading, and intervention opportunities. F. Provide professional development to support ELD program. G. Support the transition to school for scholars who are new to the country and/or non English speaking.		Salary, Three Bilingual Language Tutors (3 hours each) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $28,382 Salary, Bilingual Language Tutors 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $4,614 Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $535

Action 1.7

1.7 Transitions

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Prospective students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus. B. TK/K teachers will offer a parent workshop for kindergarten orientation. C. Kindergarten students and their parents may also attend transition kindergarten classes that are available through the District Parent Involvement Office. D. Pre-school students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities. E. Registration information for TK and kindergarten will be provided in the spring and available in both English and Spanish.	X Other student group(s) Head Start/Preschool	Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $535

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	P1

Identified Need from the Annual Evaluation and Needs Assessment:

Chronic Absenteeism Rate for 2020-2021:
EL - 20%
SWD - 18.3%
SED - 22.8%

2021 - 2022 Attendance Rate through December 2021
TK - 91.04%
K - 91.52%
1st - 91.76%
2nd - 94.09%
3rd - 91.83%
4th - 92.04%
5th - 92.38%
6th - 93.78%

As part of our continued efforts to improve the culture and environment of our school, we will continue to implement and expand our PBIS and use our Second Step program to address SEL. In addition, we will use a MTSS approach to address all students and make them feel comfortable in their learning environment. Our data supports providing school wide incentives, activities, events, trainings, and resources for all educational partners.

To address our chronic absenteeism rates, we will continue to hold empathy interviews with students, provide attendance information to families, and use staff to connection with families who are absent or tardy on a regular basis. Re-engagement strategies will be implemented schoolwide to ensure that students feel safe and want to come to school.

There is a need for students to have more diverse activities available during their recess and lunch breaks to decrease behaviors and increase a sense of belonging.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School Attendance Rates	2021 - 2022 Attendance Rate through December 2021 TK - 91.04% K - 91.52% 1st - 91.76% 2nd - 94.09% 3rd - 91.83% 4th - 92.04% 5th - 92.38% 6th - 93.78%	Attendance Expected Outcomes for 2022-2023: TK - 1st = 92% 2nd = 95% 3rd = 92% 4th & 5th = 93% 6th = 94%
P5 Chronic Absenteeism Rate	Chronic Absenteeism Rate for 2020-2021: EL - 20% SWD - 18.3% SED - 22.8%	Chronic Absenteeism Expected Outcomes for 2022-2023: EL - 17% SWD - 15% SED - 20%
P6 Pupil Suspension Rate	There were no suspensions during the academic year 2020-2021.	Suspension Expected Outcomes for 2022-2023: 0 suspensions
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2022: "How often do you worry about violence at your school?" 66% responded "Almost Never" or "Once in a while." LCAP Teacher Survey, Spring 2022: "For students who need extra support, how difficult is it for them to get the support that they need?" 32% responded "Not at all difficult" or "Slightly difficult." LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 48% responded "Quite Well" or "Extremely Well"	LCAP Survey Expected Outcomes for 2022-2023: LCAP Student Survey: "How often do you worry about violence at your school?" 61% responded "Almost Never" or "Once in a while." LCAP Teacher Survey: "For students who need extra support, how difficult is it for them to get the support that they need?" 28% responded "Not at all difficult" or "Slightly difficult." LCAP Parent/Family Survey: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 53% responded "Quite Well" or "Extremely Well"
P1 School facilities are maintained in good repair	All school facility will be maintained as expected.	The school facility will be maintained as expected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6 Pupil Expulsion Rate	Expulsion Rate for 2020-2021: 0% expulsions	Expulsion Rate Expected Outcomes for 2022-2023: 0 expulsion

Planned Strategies/Activities

Action 2.1

2.1 Healthy/Safe Environment

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide health care aide to support students' well being by attending to their needs. Serve as a resource to families for medical, vision, hearing, dental, and other health related concerns. B. Provide healthy snacks to students during the school year. To include: CAASPP, NWEA, CAST, ELO, and etc. C. Provide social skills and character building programs (PBIS/SEL), speakers, assemblies, and etc. to encourage a positive school culture and climate. D. Provide awards and incentives to support a positive school culture and climate that reinforces student expectations and decrease suspensions and expulsions. E. Provide staff both certificated and classified professional development both on and off site and attend conferences on effective methods to increase a positive school culture/climate, how to use effective classroom management skills, conflict/resolution and implement PBIS/SEL tiers 1 - 3 strategies. F. Provide training, resources and supports to students and staff in order to implement site based peer mediators.	X All Students	Health Care Aide 3 hrs (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $27,735 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2500

G. Provide additional counseling services for students who continue to struggle with behavior goals with the support of the Family Outreach Program Provider. H. Complete a School Safety Plan and discuss it with all educational partners. I. Purchase playground equipment and other play equipment for use during recess or structured physical education instruction. J. Create and maintain a healthy and safe environment through various activities such as Red Ribbon Week, Screen Free Week, 100 Mile Club, and other school based activities/spirit weeks. K. Provide resources and supports needed to adequately support the safety of all educational partners. To include: emergency supplies, walkie-talkies, and etc.		

Action 2.2

2.2 Attendance

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide incentives, assemblies, awards, and etc to increase student attendance so that academic achievement is increased. B. During the SART/SARB process, work with families to support student attendance. C. Host school wide spirit weeks and incentives throughout the year to increase attendance and positive school culture and provide a school spirit t-shirt to each student	X All Students	Materials & Incentives to promote Positive Behavior at Glen Avon 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $8730 T-Shirt for Students 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2,780 Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1,000 Lanyards & Vests for students and staff 4000-4999: Books And Supplies

		LCFF Suppl/Conc -- 0707 $1,000 Conferences 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 $1000 Staff and Student training for Peer Mediators 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $4000 Empathy Interviews 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $3,500 Materials for AED equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100.00 Project Wisdom Site License 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

Providing a welcoming environment is key at Glen Avon. We will continue to use various forms of communication tools including social media to communicate with parents in English and Spanish. As COVID-19 restrictions are being lifted, more emphasis will be put back on welcoming families back on campus by offering various family events, trainings, and/or meetings. Moving forward, in-person and virtual meetings will continue to be an option for parents as well as providing staff to translate for families.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 68% responded "Extremely Important" or "Quite Important."	LCAP Parent/Family Survey, Spring 2023 Expected Outcomes: For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 73% will respond "Extremely Important" or "Quite Important."
P5 Parent Engagement	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 89% responded "Extremely Important" or "Quite Important."	LCAP Parent/Family Survey, Spring 2023 Expected Outcomes: For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 91% will respond "Extremely Important" or "Quite Important."
P5 Student Engagement	LCAP Student Survey, Spring 2022: "Overall, how much do you feel like you belong at your school?"	LCAP Student Survey, Spring 2023 Expected Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	71% responded "Belong quite a bit" or "Completely belong."	Overall, how much do you feel like you belong at your school?" 75% will respond "Belong quite a bit" or "Completely belong."
P5 Teacher Engagement	LCAP Teacher Survey, Spring 2022: "On most days, how enthusiastic are the students about being at school?" 42% responded "Quite Enthusiastic" or "Extremely Important."	LCAP Teacher Survey, Spring 2023 Expected Outcomes: "On most days, how enthusiastic are the students about being at school?" 47% will respond "Quite Enthusiastic" or "Extremely Important."

Planned Strategies/Activities

Action 3.1

3.1 Parent Outreach

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide site-based parent training and student opportunities including the variety of parent engagement opportunities based on site-based parent and student needs (i.e. school programs and information, Chromebooks, PBIS, digital citizenship). Meetings may be held virtually and/or in-person. EL parents will be invited for additional trainings regarding ELD instruction, ELPAC testing, and primary language materials. B. Parent meetings, informational newsletters, phone messages, emails, social media, and flyers will be provided in both English and Spanish. C. Bilingual office staff/TCT will be available to translate for Spanish speaking families as needed. D. Provide families with materials that promote literacy in the home, SEL, AVID, GATE, CCSS, NGSS, and other areas.	X All Students	Translator Clerk Typist 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $33,286 Translator Clerk Typist 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $33,286 Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1,000 Classified hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1,000

E. Provide materials, incentives, and refreshments for events, activities, meetings, and etc. to increase parental support. F. Provide opportunities for all educational stakeholders with leadership opportunities (i.e. ELAC, SSC, PBIS, AVID Booster and etc. G. Provide personnel, materials, and equipment to support communication with families and the community including the maintenance of audio visual equipment.		Parent Workshops 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 $750

Action 3.2

3.2 Provide Family Activities

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide parent engagement opportunities to support learning at home while effectively connecting home, school, and the community. Encourage families to attend district/community events throughout the year. B. Provide families with resources, services and trainings that improve academic achievement, SEL, school climate, and promote a sense of school connectedness (i.e. parent conferences, Coffee with the Principal, etc). C. Childcare is provided for parenting classes, Back to School Night, ELAC meetings, SSC meetings, IEPs and others meetings. D. Provide access time to the school library after school for families.	X All Students	Family activity supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $1790 Materials for parents 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1500 EMCC extra time 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $5,000 Family Events to promote attendance, SEL & academics 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $1363

Action 3.3

3.3 Student Engagement

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Grow and maintain a garden through the development of a committee: staff, parents, and students. B. Provide activities, incentives, and games during recess to promote a sense of community especially during heat alerts and/or inclement weather.	X All Students	

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments - CAASPP ELA	2019-20- Due to School closures there was no data. We plan to improve on ELA CAASPP by + 3% for all subgroups 2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set. 2021-22 CAASP was not admim due to covid 19. A new baseline is expected for 2021-22. Will maintain scores	Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows (HMH Reading Inventory Assessment, Spring 2021): Not Met - 26% Nearly Met - 36% Met - 20% Exceeded - 18%
P4 Statewide Assessments - Data Dashboard ELA	2019-20- Due to School closures there was no data. We plan to improve on ELA CAASPP by + 3% for all subgroups 2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set.	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Statewide Assessments - CAASPP Math	2019-20- Due to School closures there was no data. We plan to improve on ELA CAASPP by + 3% for all subgroups 2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set.	Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows (HMH Reading Inventory Assessment, Spring 2021): Not Met - 31% Nearly Met - 28% Met - 8% Exceeded - 33%

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments - Data Dashboard Math	2019-20- Due to School closures there was no data. We plan to improve on ELA CAASPP by + 3% for all subgroups 2021-22 Expected outcome: Based on possible CAASPP data, student outcomes will be adjusted. New baseline will be set.	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Assessments - ELPAC Data	We plan on improving English Proficiency as measured on the ELPAC by 2% for each level of students.	2020-2021 ELPAC Data 5.95% Proficient Level 1 (Minimally Developed) - 17.30% Level 2 (Somewhat Developed) - 45.95% Level 3 (Moderately Developed) - 30.81% Level 4 (Well Developed) - 5.95%
P4 Statewide Assessment - Reclassification Rate	We plan to increase the number of Redesignated students by 5%.	For the 2020-2021 school year 18.1% students were reclassified.
P8 Other student outcomes - 6th Grade MDPT and Read 180	We will continue to assess students on the assessment that the District has chosen for 2021-22. Glen Avon students will continue to be at the District level or above for each grade level.	Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows (MDTP Assessment, Spring 2021): ELA No Met - 26% Nearly Met - 36% Met - 20% Exceeded - 18% Math Not Met - 31% Nearly Met - 28% Met - 8% Exceeded - 33
iStation Assessments	We will continue to assess students using the District approved assessments. We will will look for 5% growth from beginning of the year to end of year scores.	2021 NWEA ELA Data: Kinder - 38% students scored average to high average Fall - 134.5 Winter - 138.6 Spring - 143.8 1st Grade - 26% students scored average to high average Fall - 147.3 Winter - 155.2 Spring - 158.9

Metric/Indicator	Expected Outcomes	Actual Outcomes
		2nd Grade - 39% students scored average to high average Fall - 160.9 Winter - 170.2 Spring - 174.1 3rd Grade - 50% students scored average to high average Fall - 180.5 Winter - 190.2 Spring - 191.4 4th Grade - 45% students scored average to high average Fall - 189.3 Winter - 195.0 Spring - 196.2 5th Grade - 37% students scored average to high average Fall - 196.8 Winter - 198.2 Spring - 201.3 6th Grade - 54% students scored average to high average Fall - 204.5 Winter - 206.5 Spring - 209.2 2021 NWEA Math Data: Kinder - 41% students scored average to high average Fall - 137.0 Winter - 142.9 Spring - 148.2 1st Grade - 31% students scored average to high average Fall - 153.9 Winter - 159.4 Spring - 163.9 2nd Grade - 33% students scored average to high average Fall - 165.9 Winter - 173.8 Spring - 178.5 3rd Grade - 48% students scored average to high average Fall - 178.6 Winter - 189.1 Spring - 193.7 4th Grade - 42% students scored average to high average Fall - 189.5 Winter - 196.6 Spring - 199.7 5th Grade - 25% students scored average to high average Fall - 192.7 Winter - 198.8 Spring - 201.5

Metric/Indicator	Expected Outcomes	Actual Outcomes
		6th Grade - 46% students scored average to high average Fall - 206.0 Winter - 211.6 Spring - 215.6

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 CCSS Implementation A. Provide full implementation of Common Core State Standards (CCSS) through McGraw-Hill research-based academic strategies, and Istation. B. Purchase additional approved materials, including technology for the classrooms, that are aligned with state standards. C. Provide resources to support intervention ($5,000) Maintenance Contract) D. Print materials to support CCSS in ELA, Math, Science, and Intervention. E. CSI- Provide support for students who are below basic in English Language Arts and Mathematics. F. Provide a more Collaborative culture in each classroom by purchasing furniture that is conducive to collaboration.	1.1 CCSS Implementation A - Teachers provided daily instruction fully implementing CCSS through McGraw-Hill and researched based strategies. B - Teachers use Lexia, IXL and iknowit to support students with CCSS. C - Teachers provided students and parents with packets and resources to support continued learning at home in during small group instruction. D - Print material was provided for students who continued to need paper/pencil assignments. E - Intervention was provided to students who needed the extra support in both ELA and math F - Due to COVID, collaborative classroom furniture was not purchased.	Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $500 Copier maintenance contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $5,000 Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $970 Printing 4000-4999: Books And Supplies ESSA CSI -- 3182 $2,166 Collaboration Tables 4000-4999: Books And Supplies ESSA CSI -- 3182 $5000 Materials and Supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 $9,460	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1,589 Copier maintenance contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $3,793 Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2,834 Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $86 $ $
1.2 Extended Day Opportunities	1.2 Extended Day Opportunities	Teacher hourly	Teacher Hourly

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Extended learning opportunities will be provided through Universal Access time and skills focused structured after-school Extended Learning Opportunity classes. Classes will also be offered during monthly Saturday School Academies. The Saturday Academies will be offered for all grade levels K-6th.Classes will be for targeted students using the results of data analysis. B. Some extended learning clubs will also be offered after school to help improve attendance. C. Extended learning opportunities will be offered through summer LEAP Program D. Extended learning opportunities will offered for Glen Avon students through summer Think Together including Empathy Interviews for students with Chronic absences	A - Extended learning opportunities are available to all students. Courses offer an opportunity for remedial teaching, extended teaching, reteaching, and an opportunity to reconnect and reengage with school through SEL lessons. This extended learning opportunity is currently being funded by the district using ELOG funds. B - Learning opportunities were available before and after school using the ELOG funds. C - LEAP was offered during the summer of the 2020-2021 school year. D - Students with chronic absences who attended the Think Together Summer Program was invited to attend Empathy interviews during the summer of the 2020-2021 school year. Students' attendance was monitored throughout the 2021-2022 school year.	1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $5000 Teacher hourly 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 $5,000	1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0 $
1.3 ELD Instructional Time and Materials A. Provide appropriate daily instructional time for (K-6/30 minutes) to implement ELD standards-based instruction using SBE adopted ELD materials (McGraw-Hill K-6). Teachers will also teach ELD standards while using integrated methods and align the ELA and ELD standards.	1.3 ELD Instructional Time and Materials Students were provided with both ELD instruction at both designated and integrated times using ELD standards based SBE adopted ELD materials. Teachers taught ELD standards while using integrated methods and align the ELA and ELD standards.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 EL Student Placement A. Ensure that students are grouped by their appropriate proficiency English Learner levels. Emerging, Expanding, and Bridging. B. Provide ELD instruction to students of like proficiency levels (no more than two levels per grouping, when possible). C. Students are assessed initially and annually on the ELPAC by the assessment center staff along with our Bilingual Language Tutors and parents are provided support information on the EL program services.	1.4 EL Student Placement A - We ensured that students were grouped by their appropriate proficiency English Learner Levels: Emerging, Expanding, and Bridging. B - Teachers provided ELD instruction to students of like proficiency levels (no more than two levels per grouping when possible). C - The students were assessed initially and annually on the ELPAC by the assessment center staff along with our classroom teacher and Bilingual Language Tutors. Parents were provided support information on the EL program services.	Additional time for BLTs to provide services to EL students 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 $5000	$
1.5 CSR Intervention Teacher (Title I) A. CSR Intervention Teacher (Title I DO & LCF DO) B. Provide and monitor necessary uninterrupted time (2 1/2 hours, during the English Language Arts instruction block of time, for Intensive Intervention in English/Language Arts instruction in grades 3 - 6) C. Identify first,second, third, fourth, fifth, and sixth grade students who are below grade level in reading, administer assessments from both the California Reading and Literacy Project and Running Records, assign student to reading intervention class groups	1.5 LST Intervention Teacher A - Interventions Teachers provided academic support for intensive students in Grades 3-6. B - Time was provided for uninterrupted ELA instruction. C - Classroom and intervention teachers identified 1st - 6th grade students who were below grade level in reading, administered assessments and assigned students to reading intervention groups. D - Intervention teachers provided an intensive reading intervention for student achievement in grades K-6 using support materials through McGraw/Hill and Common Core.	CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $70,057	CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $70,057
		CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $70,057	CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $70,057
		On-line Reading Intervention Program 4000-4999: Books And Supplies ESSA CSI -- 3182 $10000	$
		Guided Reading Materials and Supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 $5000	$

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
D. Provide an intensive reading intervention for student achievement in grades K-6 using support materials through McGraw/Hill and Common Core. E. Provide an online Reading Intervention Program for all students to provide support for Distance Learning. F. Provide materials and supplies for Guided reading in grades Tk-Sixth.	E - Since students returned back to campus, there was no need to provide an online reading program. F - Supplies and materials were provided.		
1.6 EL Staff Development A. Provide opportunities for staff to attend training on research-based instructional strategies for English Learners. In addition, the district is providing ongoing support to our English Learners through staff development in collaboration with Riverside County of Education and our District Language Services Department. B. Provide a planning time on Minimum days for grade levels to plan research-based strategies for the integration and implementation of English Language Arts/ English Language Development,Technology, Math, and Inclusion. C. Provide a planning time on Minimum days for grade levels to plan research-based strategies for the integration and implementation of an Inclusion School and integration of CCSS.	1.6 EL Staff Development A - Due to substitute shortages there was very limited opportunities for teachers to attend in-person trainings. Ellevation and Alludo were available. B - Planning time was provided for grade levels to plan research-based strategies for the integration and implementation of ELA/ELD, math, and technology. C - Planning time was also provided for grade levels to plan research-based strategies for implementation of inclusion practices and CCSS.	Staff Development for the continued implementation of ELD Standards 5800: Professional/Consulting Services And Operating Expenditures ESSA CSI -- 3182 $1000 Substitutes for Inclusion Planning Day 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 $3,500	$ $

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Bilingual Tutors A. Bilingual Language Tutors(BLTs) will be assigned to SEI classrooms with EL students who are at the beginning levels of language acquisition. B. Bilingual Language Tutors will provide assistance to EL students to clarify instruction in both English and Spanish. C. BLTs Provide extra support during State Testing D. BLTs will provide extra support during Guided Reading. E. Translator Clerk Typist will provide translating for written materials that are being sent home.	1.7 Bilingual Tutors A - Bilingual Language Tutors (BLTs) were assigned to SEI classrooms with EL students when available. BLTs were impacted by COVID-19 and staff shortages. B - BLTs provided assistance to EL students in both English and Spanish in order to clarify instructions. C - BLTs will provide extra support during state testing. D - BLTs will provide extra support during guided reading. E - Home communication and other written materials was translated by the Translator Clerk Typist before being sent home.	Salary, Two Bilingual Language Tutors (3 hours each); 2 BLTs/.50%; 1 BLT/100% 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $42,609 Salary, Two Bilingual Language Tutors (3 hours) .50% 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $32,914 Classified hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $535 Salary, Bilingual Language Tutor 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $3,000	Salary, Two Bilingual Language Tutors (3 hours each): 2 BLTs/.50%, 1 BLT/100% 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $42,609 Sa;ary Two Bilingual Language Tutors (3 Hours) .50% 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $32,914 Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $0 Salary, Bilingual Language Tutor 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $3,000
1.8 Communication Enrichment Program (CEP) A. A child's language development at age 22 months can predict outcomes at age 26 years. A child's vocabulary at 5 years can predict academic success. Literacy and reading fluency are dependent upon language and articulation. CEP is a preliminary intervention for language and articulation perceived difficulties.	1.8 Communication Enrichment Program (CEP) The Speech and Language Pathologist has continued providing CEP intervention skills for general education students. Students received differentiated instruction based upon a tiered pyramid of interventions.		
1.9 Staff Development	1.9 Staff Development	Materials and supplies 4000-4999: Books And Supplies	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. In response to the California State Standards (CSS) Implementation Plan outlined by CDE, Glen Avon will continue to provide structured staff development for teachers and administrators for the 2020-21 school year. Professional development will include awareness, transition, and implementation of the new standards to prepare teachers to teach to the level of rigor and depth required by the CCSS and to ensure that students are college and career ready. We will continue to include research-based strategies other trainings as needed through data analysis. B. A grade level Team will form an Impact Team to analyze data and plan for instruction. Teachers will receive additional time to plan instruction around Units of Study (UoS) implementation of ELA curriculum (McGraw-Hill) and integration of technology. Additional time will be provided to support EL strategies aligned to UoS and support of Distance Learning. C. Grade level teams will attend Staff development opportunities to learn more about Science NGSS standards and Technology. D. Intervention and Special Education teachers will attend staff development for Reading Intervention and the new Reading Screeners.	A - Researched-based professional development was provided to all staff to support CCSS. B - Impact Teams analyzed their grade level data in order to plan their instruction around the Units of Study, EL strategies, and other curriculum. C - Staff development was provided to all staff through the Alludo program. Also, the Technology Coordinator was allotted time during staff meetings to share new information about technology updates. D - Intervention and Special Education teachers attended professional development on NWEA. They were also offered PD through the Alludo program as well. E - Collaboration time was set aside for teachers to discuss and analyze NWEA data. F - Due to substitute shortages, limited release time was available to plan for interventions but was able to attend SST meetings. Teachers were able to plan for intervention as a part of the ELO opportunities.	ESSA CSI -- 3182 $500 Intervention Collaboration and SST Meetings 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 $3,000	$ $

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
E. Teachers will collaborate weekly during minimum days to discuss student performance and plan for improvement. F. Teachers will have release time to plan for interventions for struggling students and attend SST meetings.			
1.10 Intensive/Strategic/Intervention A. Identify 3-6 grade students who are two levels or more below grade level in reading, B. Provide reading interventions (3-6) using state adopted curriculum for students who are more than two grade levels behind (Intensive Intervention) provided by CSR intervention staff. C. Provide and monitor necessary uninterrupted time (2 1/2 hours, during the Language Arts instruction block of time, for Intensive Intervention in English/Language Arts instruction in grades 3 - 6) D. Provide an intensive math intervention for student achievement in grades 3-6. E. Provide an online Math Intervention for students who far below standards.	1.10 Intensive/Strategic/Intervention A - Teachers were able to identify students who are two levels or more behind. B - Classroom and LST teachers provided reading interventions (3-6) using state adopted curriculum for students who are more than two grade levels behind (intensive intervention) provided by LST intervention staff. C - Teachers were provided with necessary uninterrupted time for ELA. D - Math intervention was provided by the classroom teacher. With so many students needing intensive reading intervention, the CSR provided math intervention to the combination classrooms. E - Site purchased IXL and iknowit. Other grade levels used Zearn.	Salary, CSR Intervention Teacher (100_ Intensive Intervention) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $92,708 Site License for Math Program 4000-4999: Books And Supplies ESSA CSI -- 3182 $10,000	Salary, CSR Intervention Teacher (100 Intensive Intervention) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $92,708 $
1.11 Library Media Services A. Purchase necessary supplies and resource materials to support ELA achievement. The Media Center Clerk will provide students access to the	1.11 Library Media Services A - Supplies and resources were purchased to support ELA achievement. Students had full	Materials and supplies (Gap Materials, Novels) 4000-4999: Books And Supplies ESSA CSI -- 3182 $4,213	$

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
library and support for distributions and collection of core materials. B. Purchase materials and supplies for school Library/ Makerspace C. We will continue to use electronic report cards, common core testing and continue to monitor student achievement. Chromebooks will be used to assist with Common Core implementation and online testing. D. Purchase ESGI software to assess Kindergarten students and provide resources so parents may support the needs of their children. E. Purchase additional site licence as needed to support Common Core State Standards	access to the library for support and materials. B - Materials for the library and makerspace were purchased. C - Electronic report cards, testing, and monitoring student achievement occurred throughout the year. Chromebooks were used to assist with Common Core and testing. D - ESGI was purchased. E - Lexia Reading, IXL, and iknowit was purchased.	Technology Supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 $2,000 Salary, Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $55,320 Materials and Supplies for Library/MakerSpace 4000-4999: Books And Supplies ESSA CSI -- 3182 $9000 Materials and Supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 $974	$ Salary, Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $55,320 $ $
1.12 Monitor and Analyze Data A. Monitor and analyze curriculum embedded assessments. Utilize results to inform parents,teachers and students regarding their progress. The purpose of these assessments are to provide timely data to teachers to make decisions that will improve instruction and student learning. In addition, these assessments provide a basis for monitoring progress towards mastery of grade level standards. B. Provide incentives during CAASPP testing to enhance performance.	1.12 Monitor and Analyze Data A - Teachers monitored and analyzed curriculum embedded assessments. They were able to utilize results to inform parents, teachers, and students regarding their progress. The purpose of these assessments are to provide timely data to teachers to make decisions that will improve instructions and student learning. In addition, these assessments provided a basis for monitoring progress towards mastery of grade level standards. B - Incentives were provided for testing.	Classified staff hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $500 Incentives for testing 4000-4999: Books And Supplies ESSA CSI -- 3182 $457	Classified staff Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $0 Incentives for Testing $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. Provide additional supervision and proctoring during CAASPP testing. D. Chromebooks will be provided by the district for the classrooms to assist with integrating technology and Common Core testing.	C - Proctoring will be provided during CAASPP testing D - Chromebooks were provided by the district for the classrooms to assist with integrating technology, classroom lessons, and testing.		
1.13 Primary Intervention Data Analysis A. Prospective students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus. B. Prospective TK/Kindergarten teachers will meet. TK/K teachers will offer a parent workshop during May for Kindergarten orientation. C. Registration information for TK and kindergarten will be in the spring in both English and Spanish. D. Kindergarten students and their parents may also attend transitional Kindergarten classes that are available through the District Parent Involvement Office. E. TK/Kindergarten students and their parents are invited to attend Back to School nIght which is held the night before the school year begins. F. Parents of Kindergarten students who are at-risk of retention, will have an opportunity to attend classes offered through PICO to teach the parents skills	1.13 Primary Intervention Data Analysis A - Due to COVID-19 protocols, students were not able to visit TK classrooms or the campus. B - Due to COVID-19 protocols, a virtual kindergarten orientation will be made available to families. C - Registration information for TK and kindergarten was provided in both English and Spanish in the spring. D - Students were an opportunity to attend classes. E - TK/Kindergarten students and their families attended a virtual Back to School Night. F - PICO offers numerous classes to support parents of TK/Kindergarten students.	Parent Intervention for Kindergarten parents 5800: Professional/Consulting Services And Operating Expenditures ESSA CSI -- 3182 $3,500	$

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and academic games to help their struggling children.			
1.14 Mathematics Instruction Time and Resources A. Provide the most recent SBE adopted core instructional program in mathematics and document daily use in Grades K-6 classrooms with materials for every student (McGraw-Hill) B. Provide and monitor necessary daily uninterrupted time for mathematics (Kdg./30 minutes; 1-6/60 minutes). C. District will provide Chromebooks for the classrooms to assist with Common Core and testing.	1.14 Mathematics Instruction Time and Resources A - Students were provided the most recent SBE adopted core instructional program in mathematics and document daily use in Grade K - 6 classrooms with materials for every student. B - Students were provided daily uninterrupted math instruction. C - Chromebooks were provided to students to use in the classroom to assist with lessons and testing.	Supplemental Core materials 4000-4999: Books And Supplies ESSA CSI -- 3182 $5,000 Materials and supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 $5,000	$ $
1.15 Gap CCSS Instructional Materials A. Purchase additional McGraw-Hill math resource materials as well as other supplemental materials, supplies, incentives, technology, extended learning, and other pertinent items to support student academic achievement and supplement the core text.	1.15 Gap CCSS Instructional Materials A - Materials and supplies were purchased to support academic achievement and supplement the core text.	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $2318	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $7,072
1.16 Mathematics Extended Day Opportunities A. Extended learning opportunities will be provided through Universal Access time, Strategic Intervention, and a skills focused structured after school for Kindergarten. Classes will be for targeted students using results of data analysis. Extended learning	1.16 Mathematics Extended Day Opportunities A - Extended Learning Opportunities are available to all students, courses offer an opportunity for remedial teaching and extension of teaching. B - Extended Learning Opportunities is currently being funded by the district	Supplemental materials 4000-4999: Books And Supplies Title I Basic -- 3010 $2,000 Hourly, Teachers 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182	Supplemental materials 4000-4999: Books And Supplies Title I Basic -- 3010 $0 $

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
opportunities will also be offered during Saturday School for students who are in need of extra help in the implementation of CCSS English Language Arts Mathematics. Students will be encouraged to attend who need extra support and reminders about the importance of attendance. B. Extended Learning Opportunities will also be offered to provide Interests Clubs to help improve attendance.	using ELOG funds. Students were given the opportunity to reconnect and reengage with school through SEL strategies to help improve attendance.	$5,000	
1.17 Mathematics Professional Development A. Continue to provide structured staff development for teachers and administrators for the 2021-22 school year. This includes collaborative teaming and other trainings as needed through data analysis. We will continue to implement research-based academic strategies to reach student achievement including Balanced Mathematics and teach Common Core standards for full implementation for the 2021-22 school year. Students will be taught the CCSS through the District Units of Study that have been developed by District grade level teachers. B.Teachers will collaborate weekly during minimum days to discuss student performance and plan for improvement using Data from various assessments and other materials. EPC#7	1.17 Mathematics Professional Development A - Professional development were provided on NWEA, Units of Study, and SEL. B - Teachers collaborate during minimum days to discuss student performance and plan for improvement using data from various assessments. C - Due to substitute shortages, release time was not able to teachers but we will continue to provide this opportunity when available.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. Teachers will be collaborate during early release days and grade level planning and to analyze data.			
1.18 Monitor and Analysis of Mathematics Data A. Monitor and analyze curriculum embedded assessments. Utilize results to inform parents, teachers and students regarding their progress. The purpose of these assessments are to provide timely data to teachers to make decisions that will improve instruction and student learning. In addition, these assessments provide a basis for monitoring progress towards mastery of grade level standards.	1.18 Monitor and Analysis of Mathematics Data A - Teachers monitor and analyze assessments to inform students and their families of progress on standards. This information also helps teachers to monitor their progress towards mastery.		
1.19 Technology Professional Development A. Teachers to plan research based lessons in Mathematics that also integrate technology during provided Early Release Days B. Teachers to attend Staff Development for integration for Technology with CCSS.	1.19 Technology Professional Development A - Technology professional development was offered through the Alludo program and teachers were able to use the training to plan their math lessons. B - Teachers attended self-paced staff development for integration for technology with CCSS through Alludo.	Staff Development Opportunities 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 $5,000	$
1.20 AVID A. AVID Elementary is implemented on the GAE campus. AVID teaches skills and behaviors for student academic success; provides intensive support with strong student/teacher relationships; creates a positive peer group for students, and develops a sense of hope	1.20 AVID A - Teachers were given the opportunity to attend AVID's Summer Institute. B - AVID Coordinator attended an AVID training day provided by the	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $500 Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $490. Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
for personal achievement gained through hard work and determination. AVID Teachers may attend AVID Staff Development opportunities B. AVID Coordinator will plan staff development, parent workshops, and organize Evidence Binder for Certification GAE focuses on four elements: student accountability, organization, note taking, and parent involvement	district. AVID Coordinator completed Evidence Binder for Certification.	$150	$165
		Conference expense 5000-5999: Services And Other Operating Expenditures ESSA CSI -- 3182 $1,000	$
		Teacher Hourly 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 $1,000	$

Analysis

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

Over all, action steps were implemented and planned despite COVID-19 restrictions and limited staff.

Focusing on reviewing, discussing and analyzing student data in order to guide instruction and supports was a focus this school year with the new adoption of NWEA. Our grade level collaboration and professional development also focused on NWEA. However, due to staff shortages, we were unable to provide teacher release time. After each NWEA testing period, we conducted gallery walks. During these walks, we identified our students: ELs, Foster/Homeless, Think Together, and SpEd in order to meet them where they are. We also identified strengths and areas for growth during our data talks. Next steps were developed in grade level meetings and monitored until the next testing window. The NWEA data was also used to help identify students for our ELO sessions. Although staff did not receive release time, all staff was extended the opportunity for professional development through Alludo. These data talks are vital to our site and need to be full day and not just on minimum day. The data talks will help our site enhance instruction and increase student achievement.

Resident substitutes were available to provide coverage to our teaching staff but were not able to work directly with students due to staffing shortages. Therefore, more support continues to be needed.

We continued our intervention supports to all students who are not performing at grade level and our LSTs provided Guided Reading throughout the campus. Due to inconsistent staffing issues our Instructional Aides and BLTs provided very limited support to our students. As we continue as and inclusion school, our Special Education Team collaborative work and professional development is vital to our continued support of students with special education services and other students not making steady growth.

AVID continues to be an integral part our school day. AVID materials were provided by the district office. Glen Avon focused on implementing AVID strategies daily across all curriculum as well as define what AVID strong looks like on our campus. The AVID Leadership Team and administrator received coaching from our RIMS AVID Coordinator throughout this school year. This summer a team of staff will attend AVID's Summer Institute.

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

Our strategies and activities continue to support the growth of all students. Students have shown positive growth between Fall and Winter NWEA assessments although it is below NWEA Median RIT scores.

Our data indicates that more math support is needed for grades 1st and 2nd as their math growth was significantly lower than their ELA growth. Overall, our math growth is higher as a site than our ELA growth. 5th and 6th graders made the lowest growth in ELA which shows more support and interventions are needed to those grade levels. 3rd grade students made the most growth in both ELA and Math.

Based on this data, we need to look at more researched based interventions for both ELA and Math as well as provided more supports to 5th grade and 6th in ELA. Also, providing more math support to next years 2nd and 3rd graders.

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

There were significant differences in proposed expenditures and actual expenditures due to a lack of staffing available for teacher and staff to participate in professional development opportunities. We were also able to incorporate ESSER Funds to cover funding that would have typically come from the school site.

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.

As a result of returning to in-person learning, we purchased a new SEL program therefore site staff will need professional development on the Second Step program, best SEL and PBIS practices. As well as instructional PD to enhance our AVID implementation and culturally responsive teaching strategies. Continued release time for collaboration and data discussions.

Based on our data, we need more support for our EL students, GATE students, and our interventions/SST supports and materials need to be researched based. We need to continue to refine our ELA, ELD, and math instructional best practices and first instruction. We will need to increase our BLTs to support our EL students as their support was limited due to staffing issues this school year.

The intervention section will also be updated to include a Math Support Teacher and more supports, supplies, and materials for Special Education. Our intervention process will need to be evaluated to provide the necessary supports to all students performing below grade level and having behavior concerns. Professional development is needed in the areas of RTI and SST.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School attendance rate	To increase attendance rate by 2.0%	2021 - 2022 Attendance Rate through December 2021 TK - 91.04% K - 91.52% 1st - 91.76% 2nd - 94.09% 3rd - 91.83% 4th - 92.04% 5th - 92.38% 6th - 93.78%
P5 Chronic Absenteeism rate	To decrease the amount of chronically absent students by 5%	Chronic Absenteeism Rate for 2020-2021 EL - 20% SWD - 18.3% SED - 22.8%
P6 Pupil Suspension rate	To reduce the number of suspensions during the academic year 2021-22.	There were no suspensions during the academic year 2020-2021.
P6 Surveys of pupils, parents, teachers on sense of safety	To increase the percentage of how safe parents, students, and staff feel while on campus.	LCAP Student Survey, Spring 2022: "How often do you worry about violence at your school?" 66% responded "Almost Never" or "Once in a while." LCAP Teacher Survey, Spring 2022: "For students who need extra support, how difficult is it for them to get the support that they need?" 32% responded "Not at all difficult" or "Slightly difficult."

Metric/Indicator	Expected Outcomes	Actual Outcomes
		LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 48% responded "Quite Well" or "Extremely Well"
P6 Surveys of pupils, parents, teachers on sense of safety	To decrease the % of how who were cyberbullied this year. We also want students to feel happier and safe while on campus. This will be challenging because students do have concerns about feeling safe due to COVID, so it will be difficult to measure. From the 2020 Healthy Kids Survey, there were not enough students to show an accurate percentage of students feelings of safety to report data.	This specific data is not available as Healthy Kids survey was not administer this school year since the district transitioned to Panorama Education.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Healthy Environment A. Provide nurse/Health clerk for students B. Provide healthy snacks during CAASPP testing C. Provide healthy snacks during ELO D. Provide extra supervision during CAASPP testing	2.1 Healthy Environment A - The district has provided additional hours for Health Clerk for the health needs of students who provides support when needed. B - Snacks will be provided for CAASPP testing. C - The district has provided supper to all students at the end of the regular school day. D - Proctors will be used during CAASPP testing to provide extra supervision.	Health Care Aide 3 hrs (1.0) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $25,873	Health Care Aide 3 hrs (1.0) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $25,873
2.2 Safe Environment	2.2 Safe Environment	Incentives to promote Positive Behavior at Glen Avon	Incentives to promote Positive Behavior at Glen Avon

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Educate students on the importance of an orderly environment. Teachers will teach lessons that follow the Positive Behaviors and Social Emotional Learning(SEL) that promote a positive school environment. A new skill will be taught each week with power point lessons and books that are provided by the SEL Team. Students will also be taught character traits through daily announcements using Project Wisdom. Teachers will also have opportunities to be trained in Restorative Practices. Student Council will also be making videos of positive behaviors. We will also be providing educational lessons through Red Ribbon Week. To increase attendance and student connection to campus, we will also have SEL Clubs that promote high interests of students. B. Students and Staff will wear school lanyards to promote safety and a positive learning environment. Students who are Peer Mediators will also wear bright vests so students can identify them when assistance is needed. C. The staff of Glen Avon after analyzing behavior data and Behavior data have concluded that we need to provide outside counseling services for students who continue to struggle with behavior goals. We will be able to provide counseling 2 days per week for 3 hours each day. This service will be provided through the Family Outreach	A - School wide expectations were taught to the students at the designated locations: playground, picnic area, cafeteria, play structure, classrooms, hallways, and library. The school hosted a Red Ribbon Spirit Week. B - Due to COVID-19 protocols only staff wear lanyards and Activity Supervisors were bright vests. C - A Behavioral Health Associate was assigned to our campus for 3 days during the week. Students are referred from the Principal and teachers. D - Activity Supervisors attend monthly trainings provided by the Principal. E - SEL PD was provided in person and through Alludo. F - Students attended school wide expectation assemblies. G - All Activities Supervisor retaught and reinforced school wide behavioral expectations during recess and lunch supervision. H - We didn't provide a "calming room/center" for students. However, teachers provided spaces in the classrooms to support students. Our site based Behavioral Health Associate, TSA, and Principal also provided a calming space for students.	4000-4999: Books And Supplies ESSA CSI -- 3182 $4500	4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $724
		Clinician 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $3,300	Clinician 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $3,300
		Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $1,000	Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $0
		Lanyards & Vests for students and staff 4000-4999: Books And Supplies ESSA CSI -- 3182 $1,000	$
		Emotional Poverty Conference 5800: Professional/Consulting Services And Operating Expenditures ESSA CSI -- 3182 $1000	$
		Materials for Calm Room 4000-4999: Books And Supplies ESSA CSI -- 3182 $4230	$
		Staff training for a Peaceful Playground 2000-2999: Classified Personnel Salaries ESSA CSI -- 3182 $4000	$
		Clinician 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $3,300	Clinician 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Program provider. The students will be referred by Principal and teachers. D. Training will be provided for Activity Supervisors on playground rules, and activities to promote a peaceful playground. E. Staff to attend SEL training to learn about strategies for addressing social emotional needs SEL. F. Educate students the importance of an orderly environment. Provide motivational assemblies that promote positive behavior and therefore reduce suspensions. G. A Staff member will work with students during lunch time to reteach/reinforce expected positive behavior. H. To provide a safe place for students in an environment where students may calm down and have a chance to recenter, relax, and refocus to return back to their classroom I. Glen Avon elementary school will contribute (4% / 8%) towards the salary of a Behavioral Health Therapist I / Behavioral Health Associate. This cost will be used to reduces the therapist's Medi-cal billable clients by up to 20% in order to be more available to the site(s) for other services not billable to Medi-cal. In the event the site is unable to provide a sufficient number of referrals	I - A Behavioral Health Associate was on site to provide support to all students. J - Empathy interviews with students who were identified as chronic absenteeism during the summer. K - Students were offered an opportunity to participate in before and afterschool extended learning opportunities. L - AED equipment was maintained.	Empathy Interviews 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 $3,500 Attendance Clubs 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 $2,500	$ $

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
under Medi-cal, an intern supervised by the therapist will remain at our site 2.5 days / 5 days to provide direct support services until such time that referrals increase for the therapist to increase services / time at the site. With 20 students served at our site under Medi-cal, the therapist is able to remain on site 5 days a week providing those and other services for that 4%. J. Teachers will conduct Empathy Interviews with students who have a high percentage of Chronic Absenteeism. K. Some extended learning clubs will also be offered after school to help improve attendance. L. Provide materials for the AED equipment in the Health Office.			
2.3 School Safety Plan A complete School Safety Plan is written, discussed with all stakeholders, and implemented. A. Key Elements of a Safety Plan as described by FEMA's Guide for Developing High-Quality School Emergency Operations Plans centers on 5 mission areas: 1) Prevention. Having the means to avoid, deter, or stop a safety incident. 2) Protection. Ongoing actions that protect students, staff, teachers, visitors, and property from a threat. 3) Mitigation. The capability to lessen the impact of an emergency to	2.3 School Safety Plan A - A comprehension school safety plan was approved by SSC. B - The comprehension school safety plan considered all elements of the campus as well as the school day times. C - The school safety plan was shared with all stakeholders. D - Face masks, shields, hand sanitizers, as well as other material and supplies were provided to staff and students.	Safety Supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 $1,000 Safety Training for Staff 5800: Professional/Consulting Services And Operating Expenditures ESSA CSI -- 3182 $1,000 Materials and Supplies for a Clean Campus 4000-4999: Books And Supplies ESSA CSI -- 3182 $5,000	Safety Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $72 $ $

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
eliminate or reduce fatalities and/or property damage. 4) Response. Stabilizing an incident once it has happened and reestablish a safe environment. 5) Recovery. Restore the learning environment once an incident subsides. B. GAE School Safety plan considers routine procedures for before, during, and after school activities, natural disasters, industrial disasters, terrorism, gang activity, and armed intruders. C. Provide a safety training at GAE to help to make our school a safe environment. D. According to the CDC, provide materials and supplies to help GAE to be a safe campus for students and staff from COVID 19.			
2.4 Improve attendance A. Attendance Incentives Tasks: Increase student attendance to promote high academic achievement and ensure student safety through on-going student trainings. B. Measures: Attendance rosters Student sign-ins C. Saturday School Tasks: Students in grades 2-6 are provided monthly opportunities to make-up missed schools days and to enrich their educational experiences.	2.4 Improve Attendance A - Student attendance was monitored and students were provided with incentives when their attendance improved. B - Monthly attendance reports were reviewed by the TCT focusing on attendance and the principal. C - Students in grades 1st - 6th were invited to Saturday school. D - Due to COVID-19 protocols attendance trainings for parents did not occur. However, the site	Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 $5000 Babysitting 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $400 Incentives 4000-4999: Books And Supplies ESSA CSI -- 3182 $1,000	Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 $0 Babysitting 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $0 $

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
D. Provide training for parents about the importance of attendance E. Provide an 50% Outreach Worker to make contact with parents and home visits to help improve attendance.	administrator posted attendance information on the school's social networks. The posts focused on encouragement, benefits of attending school, and the consequence of not attending. E - Unable to fill the outreach worker position but a Translated Clerk Typist was provided extra duty pay to make phone contact with parents and students to help improve attendance.		
2.5 SART/SARB A. Attendance is vital to student well-being, academic success, and safety. B. During the SART/SARB processes the home and school work together to identify behavioral patterns of problem students. Parents are given helpful information regarding the importance of attendance and ways to ensure better student attendance. California compulsory attendance laws and regulations are discussed. The teams create plans to support the home ensuring student attendance.	2.5 SART/SARB A - We promoted the benefits of attending school daily on social media and during meetings with families. B - Due to COVID-19, phone calls and letters were sent home to families to support daily attendance and build relations with families.		
2.6 PBIS/BSELTraining Staff, teachers, parents, and students participate in PBIS and other social skills training. A. Staff will participate in SEL training, Restorative Practices, behavior strategies, and other training's that support student safety and achievement.	2.6 PBIS/BSEL Training Time was set aside for addressing our school wide PBIS expectations during grade level collaborations and staff meetings. School wide expectations were conducted in the designated locations throughout campus.	Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $200 Materials 4000-4999: Books And Supplies ESSA CSI -- 3182 $5,000	Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $0 $

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Staff will provide weekly enrichment Club activities for students to become part of the campus in a positive way.	A - Staff participated in a variety of trainings both in-person and self-paced through Alludo. B - Weekly Roadrunner RACE ticket raffles were held weekly to promote positive behaviors.		
2.7 Reduce Suspensions and Expulsions A. GAE implements social changes to improve civil behavior by strengthening home/school relationship; implementing restorative justice practices which include peer mediation. Students in 5th Grade with be Peer Mentors who will help with conflict resolution on the playground.	2.7 Reduce Suspensions and Expulsions A - Due to COVID-19 restrictions peer mentors were not implemented. School wide spirit weeks were increased to promote a sense of belonging in order to reduce misbehaviors.	Safety vests for Peer mentors 4000-4999: Books And Supplies ESSA CSI -- 3182 $500	$

Analysis

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

From the beginning of the school year our focus has been on our students' social emotional learning and well being. We revamped our school wide expectation and implemented a new acronym: "Roadrunners R.A.C.E for Success."
R - Responsibility
A - Achievement
C - Character
E - Empathy

Our BSEL team took the lead and drafted a matrix for our high behavioral locations based on referrals. That matrix was then introduced to our CSI team then to our grade levels. Once school wide expectations were established we worked to create a expectation handbook. That handbook was introduced to all staff including resident subs. Our referral forms were changed as well to reflect items in Q so that we can better monitor our site behaviors. Activity Supervisors receive monthly training at the site by the administrator.

The school wide expectations were introduced to all students during expectation assemblies at the designated locations by administration and supported in the classroom by the teacher. Students are able to receive RACE tickets when demonstrating RACE behaviors. Those tickets are entered into a weekly and monthly drawing. The drawings are often held on Friday mornings after the warning bell.

Staffing issues and concerns was a huge issue at the beginning of the year. We were down three Activity Supervisors (AS) and didn't have consistency among our substitutes which caused a spike in behaviors. Now that we are fully staffed with AS, our behaviors are improving. Along with staffing of our AS, we received additional funds to our Health Care Aide, as well as receiving a Behavioral Health Associate (BHA) that serviced our site 3 days a week. These hours and positions have increased our ability to provide a safe learning environment and reduce our suspensions and expulsions.

To further our SEL support to all students, we purchased Second Step. Our next step is to provide PD on using the program. We also received a PD on Student Trauma by Pupil Services Department.

Attendance was monitored throughout the year but we understand that families were impacted by COVID-19 protocols.

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

Our attendance rates was significantly impacted due to COVID-19 related issues. Our chronic absenteeism rate for the 20-21 school year was 20.5%.

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

We designated monies to help pay for a BHA but was covered by district funds. Funds that were able to be reallocated due to the availability of ESSER Funds were moved to the designated expenditures.

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

Students continue to need supports with returning to campus and the impact of COVID-19. Based on our LCAP survey, there's a need to have a BHA on our campus for entire week and training for staff as only 32% of the students responded favorable to being able to get the supports they need. The staff will continue to need support on using the Second Step program and other strategies in order to support all students with SEL.

We continue to need physical fitness equipment to help with student engagement, physical well-being, and to decrease our outside behaviors by having enough activities in place so students are not just idle during recesses.

To continue to support our students, a calming room will be beneficial to all students who need an area so that they can self regulate in an area that supports a calm atmosphere.

An outreach worker will help provide a contact for our parents to assist with our chronic absenteeism and help improve our overall attendance rates. We will need to revise our attendance and behavior incentives to continue to support students who struggle with returning back to in-person learning and display behavioral issues. We look forward to bringing back our student council and having students trained as peer mediators to serve as student leaders and add to our safe school environment.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	Parents satisfaction with the school will increase by 5%.	Due to the transition to Panorama Education survey program, this specific data is not available. LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 68% responded "Extremely Important" or "Quite Important."
P5 Student Engagement	Students will increase their satisfaction with their learning environment by 5%	Due to the transition to Panorama Education survey program, this specific data is not available. LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 89% responded "Extremely Important" or "Quite Important."
P5 Student Engagement	Students will feel happier to be at Glen Avon by 5%	Due to the transition to Panorama Education survey program, this specific data is not available. LCAP Student Survey, Spring 2022: "Overall, how much do you feel like you belong at your school?" 71% responded "Belong quite a bit" or "Completely belong."
P6 Surveys of pupils, parents, teachers on sense of school connectedness	Staff opinion will improve about a welcoming environment by 5%	Due to the transition to Panorama Education survey program, this specific data is not available.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 EL Parent Outreach A. Parent meetings and informational newsletters and fliers will be provided in both English and Spanish. B. Bilingual office staff will be available to translate for Spanish speaking parents. C. InTouch Parent communication phone messages will be translated into Spanish and sent home to families that have Spanish as their home language.Messages will also be sent and translated through Class DOJO. Parents will also be notified through PeachJar and Q Communication in their home language. D. Provide translation for fliers in English and Spanish for Parents to be displayed in the office. E. Display updated information about attendance for Families in the Front Office.	3.1 EL Parent Outreach A - Parent meetings, informational newsletters, and fliers were provided in both English and Spanish. They were also shared electronically. B - Translators were made available. C - Information was provided in both English and Spanish. D - Both district and site based information that was displayed was made available in both English and Spanish. E - Attendance information was shared with families in a variety of ways: front office, social media, SSC meetings, ELAC meetings, Coffee with the Principal meetings.	Translator Clerk Typist (89%) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $57,271 Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $400 Classified hourly 2000-2999: Classified Personnel Salaries ESSA CSI -- 3182 $1,000	Translator Clerk Typist (89%) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $57,271 Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $0 $
3.2 Provide Family Activities A. Family activities provide a social and non-threatening bridge between school and home. Families can engage with school staff in non-classroom settings affording time for bonding. This trust can lead to more open discussion of student achievement in which parents and	3.2 Provide Family Activities A - Due to COVID-19 restrictions, family activities were limited to SSC and ELAC meetings. However, the site held six "Spirit Weeks." B - Due to COVID-19 restrictions, access to the school library was	Family activity supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1500 Materials for parents 4000-4999: Books And Supplies Title I Basic -- 3010 $1500	Family Activity Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $0 Materials for parents 4000-4999: Books And Supplies Title I Basic -- 3010 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students are empowered to partner with staff to make improvements. This will also help to promote attendance. B. Provide access time to the school library after school for families.	limited to students and for families needing to pick up supplies (hotspots, chromebooks, books, and etc.)	EMCC extra time 2000-2999: Classified Personnel Salaries ESSA CSI -- 3182 $5,000	$
		Family Events to promote attendance Literacy 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $2,363	Family Events to promote attendance Literacy 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $0
3.3 Childcare 3.3 Child care is provided for parenting classes, Back to School Night, ELAC meetings, SSC meetings, IEPs, Parent Classes, and attendance meetings so that parents can fully participate in the professional discussions.	3.3 Childcare Due to COVID-19, childcare was not able until after March 15th.	Parent Meetings 2000-2999: Classified Personnel Salaries ESSA CSI -- 3182 $2,000	$
3.4 Parent Training A. Quality in-services and workshops provide parents with education to support their own child/children academic and social achievement B. Quality in-services and workshops to provide parents with the technology skills to help their children with on-line learning.	3.4 Parent Training A & B - No in-services were provided to families due to COVID-19 restrictions.	Parent Classes 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $1534	Parent Classes 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $300.00
		Technology Classes 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 $3,000	$
		Primary Intervention Workshops for parents 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 $2,500	$
		Baby Sitting 2000-2999: Classified Personnel Salaries	Baby Sitting 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Title I Parent Involvement -- 3010 1902 $200	Title I Parent Involvement -- 3010 1902 $0
3.5 AVID Agendas A. Teacher hourly to support AVID strategies and to gather evidence for AVID Evidence Binder for certification.	3.5 AVID Agenda A - AVID Lead provided evidence for our site AVID certification.	Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $500	Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0

Analysis

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

Due to COVID19 restrictions we were not able to have parents on campus to have in-person workshops and trainings. Students continued to use their AVID materials (agendas and folders) for school to home communication and virtual teacher conferences were held in October. Translators and childcare were available for parent meetings, when needed. Parent communications were provided through Q, Parent Square, ClassDojo, flyers, phone calls, and social media in both English and Spanish. Once restrictions were lifted, meetings such IEPs, SSTs, SSC, and ELAC are offered as in-person and virtual.

This school year we offered six Spirit Weeks to encourage attendance, student/family engagement, and a sense of belonging. The Spirits Weeks were: College and Career Week, Red Ribbon Week, 5 Days Before Winter Break, Super Bowl Spirit Week, Read Across America Week, and a CAASPP Spirit Week.

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

Due to COVID restrictions, many of our in-person actions, activities and strategies were limited, however, we were able to meet the quorum for both our ELAC and SSC.
As these restrictions go away, we will work as a team to put these actions items back in place.

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

There was a significant decrease in our spending related to parent outreach and families activities due to restrictions of not being able to have visitors on campus.

Classified hourly was utilized for the most part to connect with families and find out what services or resources they need to eliminate barriers that might be keeping their student from attending school. Classified staff also assisted parents in completing applications or forms that needed to be completed for technology items. Parents were also provided assistance in completing PICO referrals for support for their student or for the whole family.

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.

As we welcome families back on campus, we will continue to work hard to engage our families and students. We will plan to provide family activities and inservices again.

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	219,620
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	544,208.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	137,700	0.00
Title I Parent Involvement -- 3010 1902	1,790	0.00
Title I District -- 500 3010	74,153	0.00
Title III LEP -- 4203	5,977	0.00
LCFF Suppl/Conc -- 0707	129,050	0.00
LCFF District -- 500 0707	195,538	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	195,538.00
LCFF Suppl/Conc -- 0707	129,050.00
Title I Basic -- 3010	137,700.00
Title I District -- 500 3010	74,153.00
Title I Parent Involvement -- 3010 1902	1,790.00
Title III LEP -- 4203	5,977.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	263,554.00
2000-2999: Classified Personnel Salaries	229,868.00
4000-4999: Books And Supplies	32,370.00
5000-5999: Services And Other Operating Expenditures	16,666.00
5800: Professional/Consulting Services And Operating Expenditures	1,750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	74,153.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	121,385.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	7,000.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	73,054.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	30,580.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	16,666.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	1,750.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	108,248.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	29,452.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	74,153.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,790.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	5,977.00

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
Felicia Noel	Principal
Ronald Allbee	Classroom Teacher
Heather Broda	Classroom Teacher
Alanna Mitchell	Classroom Teacher
Daniela Hernandez	Other School Staff
Roxanne Romero	Parent or Community Member
Vanessa Collins	Parent or Community Member
Jessica Miner	Parent or Community Member
Jessica Diaz	Parent or Community Member
Lizeth Ibarra	Parent or Community Member
Karen Gurrola (Alternate)	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
	Special Education Advisory Committee
	Gifted and Talented Education Program 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 05/16/2022.

Attested:

	Principal, Felicia Noel on 5/16/2022
	SSC Chairperson, Ronald Allbee on 5/16/2022

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.
Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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

Annual Evaluation and Update

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

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

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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