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	Troth Street Elementary School
Address	5565 Troth Street Jurupa Valley, CA 91752-2204
County-District-School (CDS) Code	33 67090 6032221
Principal	Ilsa Crocker
District Name	Jurupa Unified School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 17, 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.

Table of Contents

School Vision and Mission

The mission of the Jurupa Unified School District and Troth Street Elementary is to create a dynamic learning environment that is safe, healthy, and based on mutual respect, cooperation, and support among students, staff, parents, and the broader community.

Staff and parents serve as educators and positive role models for all students by helping them develop a sense of responsibility, character, creativity and the skills to become successful, productive citizens of our community.

Goals
As in all Jurupa schools, Troth Street Elementary will develop an environment that is physically and emotionally safe and promotes positive character traits.

Troth Street Elementary will have parents and community actively participate in positive school learning experiences.

Troth Street Elementary will help all students experience measurable success in any program.

Troth Street Elementary will increase the quality of interaction between teachers and students.

Troth Street students will learn to live and work in a culturally diverse society where staff is representative of the cultures in the community.

School: Troth Street Elementary School
District Name: Jurupa Unified School District
Calendar: Modified Traditional
Enrollment: PreK-6
Preschool = 50 students
Grade Levels Pre K, TK, K-6

School Profile

Describe The students and community and how school serves them.

The Story

Troth Street Elementary serves students in Pre-K, TK, and K-6. Currently Troth Street serves approximately 700 students, including 50 preschool children. Troth Street is in a rural setting of single-family homes and small businesses in Jurupa Valley, California.

Troth is the second oldest site in the Jurupa Unified School District and one of the largest elementary schools. The Jurupa Unified School District has sixteen (16) elementary schools, three (3) middle schools, three (3) high schools, one continuation high school, and a virtual school. There are approximately 19,000 students. Seventy-five percent of Jurupa's students are Hispanic, 21% white, and 4% African-American.

Currently, there are 200 kindergarten instructional minutes, 180 minutes for preschool and an average of 300 instructional minutes for grades 1-6 daily. There are also 41 minimum days combined. Troth Street Elementary has 31 fully credentialed classroom teachers (including special education teachers and three intervention teachers. Troth Street also has one part-time psychologist, one part-time speech therapist, two full-time education specialists, and a part-time nurse. Troth Street Elementary has five bilingual language tutors. All teachers at Troth are highly qualified. The class size average is 25 students in grades K-3, and a

maximum of 34 in grades 4-6. Forty-one students are in the RSP program and 18 in the Speech and Language program. The student make-up is 95% Hispanic/Latino, 1% African American, 3% White and less than 1% other. Eighty-five percent of the students qualify for free and reduced lunch.

All teachers have access to the Internet. Students in grades K-6 have one-to-one Chromebook devices. Teachers take attendance and input grades through teacher-connect. Teacher laptops have been upgraded to include a docking station for easy removal of the laptop for meetings and home use. A library maker-space is available for primary classrooms once every week and every other week for upper grade students.

SPSA Highlights

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

The key features of this year's Single Plan for Student Achievement include:

- AVID
- Primary Reading Intervention
- Upper Grade Reading Intervention
- Inclusive Practices
- Positive Behavior and Intervention Supports (PBIS)
- Continued Guided Reading Professional Development

Our site will continue to promote and encourage teachers who have not attended AVID Summer Institute to attend during the school year. Our site will also continue the implementation of Guided Reading in the upper grades. Intervention teachers will continue to push-in during strategic intervention time.

We will continue to seek and promote parental involvement to support our students. Family Literacy will be offered in primary grades in an effort to work collaboratively with parents and families as we instill early learning literacy practices. We will also continue to look at our data and student groups to guide professional development and next steps.

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

Troth Street continues to make growth in the areas of English Language Arts and Math. Specifically, Students with Disabilities made the greatest gains. The growth can be attributed to continued professional development in Guided Reading, AVID implementation, a focus on writing, math and Inclusion practices. The continued emphasis in teaching reading throughout the grade levels, writing and mathematics to effectively address California State Standards continued to guide instruction. NWEA data also showed growth in English Language Arts and Math. Math showed the greatest gains this school year.

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

Currently Troth Street is in the "Orange" band in the area of English Language Arts and Math. Students with disabilities are in the "Red" performance band in Math. English Learners who have been reclassified have shown a decline as well. As we plan ahead, expanding Guided Reading strategies to upper grade students and continuing with primary students will help close the achievement gap. We have also added a math intervention teacher to support math after our year of distance learning. NWEA data revealed vocabulary was an area that we need to support with all student groups.

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

Our English Learner students showed the greatest disparities in their academic progress according to the most recent California Dashboard results. Currently they are 71.7 points below the standard in English Language Arts and 101.6 points below the standard in math. Small group instruction will continue at Troth as well as support from a bilingual aide. Additional training and support in the instruction of English Learners is needed so that general education teachers and special education teachers work collaboratively as we move forward. We are also planning to incorporate Kagan cooperative learning groups as students need the engagement piece in all areas of the curriculum. A continued focus on writing to strengthen reading will also continue. We will also incorporate Accelerated Reader as a motivational reading program to engage students individualize instruction for students. We will also explore IAB's as a tool to strengthen math standards.

Purpose and Description

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

Schoolwide Program

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

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder 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.

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

Parents, staff, and community members are consulted as part of the planning process for the SPSA/Annual Review and Update. These stakeholders are invited to be a part of School Site Council (SSC) and English Language Advisory Committee (ELAC) in August and September. Flyers, postings, and parent square are used to communicate opportunities for involvement in the decision making process. Meetings are held throughout the year to reflect and make suggestions for updating of the SPSA. This school year meetings have been virtual and face to face.

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	118	95	96
Grade 1	86	95	70
Grade 2	101	81	98
Grade3	110	100	84
Grade 4	114	105	98
Grade 5	96	111	106
Grade 6	102	99	111
Total Enrollment	727	686	663

Conclusions based on this data:

1. Over the past three years, our school has shown a slight decrease in enrollment. Full inclusion practices as well as school-wide AVID strategies should support enrollment. Universal TK will also help our enrollment as these numbers are projected to be high.

2. Continued positive relationships with educational partners is key as we look ahead.

3. Culturally-responsive teaching is essential as we look at our diverse student body.

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	399	327	293	54.9%	47.7%	44.2%
Fluent English Proficient (FEP)	120	162	144	16.5%	23.6%	21.7%
Reclassified Fluent English Proficient (RFEP)	20	63	18	5.2%	15.8%	5.5%

Conclusions based on this data:

1. Based on English Learner data, the number of EL's have declined. The overall enrollment has also decreased slightly.

2. Although the number of English Learners have decreased, the proficiency level has increased. This indicates that English Learners continue to make academic gains.

3. We continue to analyze student data and programs as we recommend students for reclassification. We have also incorporated the English Learner Roadmap policy.

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	122	113	84	121	111	0	121	111	0	99.2	98.2	0.0
Grade 4	98	114	93	98	112	0	98	112	0	100	98.2	0.0
Grade 5	103	100	104	103	97	0	103	97	0	100	97	0.0
Grade 6	115	106	112	115	104	0	115	104	0	100	98.1	0.0
All Grades	438	433	393	437	424	0	437	424	0	99.8	97.9	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	2380.0	2385.2		7.44	10.81		16.53	11.71		27.27	35.14		48.76	42.34	
Grade 4	2399.1	2419.4		10.20	6.25		9.18	16.07		21.43	31.25		59.18	46.43	
Grade 5	2445.0	2445.1		7.77	9.28		21.36	16.49		22.33	25.77		48.54	48.45	
Grade 6	2491.6	2467.9		5.22	4.81		20.87	19.23		43.48	33.65		30.43	42.31	
All Grades	N/A	N/A	N/A	7.55	7.78		17.16	15.80		29.06	31.60		46.22	44.81	

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	6.61	9.91		40.50	45.95		52.89	44.14	
Grade 4	9.18	8.04		40.82	46.43		50.00	45.54	
Grade 5	7.77	10.31		38.83	35.05		53.40	54.64	
Grade 6	9.57	8.65		46.96	38.46		43.48	52.88	
All Grades	8.24	9.20		41.88	41.75		49.89	49.06	

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	9.92	9.91		41.32	51.35		48.76	38.74	
Grade 4	7.14	6.25		38.78	55.36		54.08	38.39	
Grade 5	14.56	13.40		40.78	42.27		44.66	44.33	
Grade 6	9.57	5.77		57.39	45.19		33.04	49.04	
All Grades	10.30	8.73		44.85	48.82		44.85	42.45	

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	7.44	10.81		63.64	63.96		28.93	25.23	
Grade 4	5.10	8.04		55.10	64.29		39.80	27.68	
Grade 5	4.85	10.31		58.25	58.76		36.89	30.93	
Grade 6	5.22	3.85		69.57	58.65		25.22	37.50	
All Grades	5.72	8.25		62.01	61.56		32.27	30.19	

2019-20 Data:
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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	13.22	9.01		52.07	51.35		34.71	39.64	
Grade 4	11.22	6.25		45.92	53.57		42.86	40.18	
Grade 5	11.65	12.37		44.66	41.24		43.69	46.39	
Grade 6	13.91	19.23		63.48	44.23		22.61	36.54	
All Grades	12.59	11.56		51.95	47.88		35.47	40.57	

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. Based on data, we have shown growth in the reading and writing claims. However, research and inquiry strands need to be analyzed to continue to improve.

2. We have made great gains in the Listening strand as a site.

3. Continuing with interventions, small group support, and continued professional development in English Language Arts is essential. Fourth Grade made huge gains in reading and this is in large part due to the implementation of Guided Reading support. Fifth and Sixth Grade need continued small group reading instruction as well.

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	122	113	84	122	113	0	122	113	0	100	100	0.0
Grade 4	99	114	93	99	114	0	99	114	0	100	100	0.0
Grade 5	103	100	104	103	99	0	103	99	0	100	99	0.0
Grade 6	115	106	112	115	106	0	115	106	0	100	100	0.0
All Grades	439	433	393	439	432	0	439	432	0	100	99.8	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	2388.9	2395.5		5.74	7.96		21.31	19.47		27.87	30.09		45.08	42.48	
Grade 4	2415.5	2434.8		3.03	6.14		13.13	17.54		34.34	35.96		49.49	40.35	
Grade 5	2434.1	2431.9		3.88	4.04		4.85	6.06		27.18	23.23		64.08	66.67	
Grade 6	2490.7	2468.3		11.30	5.66		14.78	14.15		38.26	31.13		35.65	49.06	
All Grades	N/A	N/A	N/A	6.15	6.02		13.90	14.58		31.89	30.32		48.06	49.07	

2019-20 Data:
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	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	14.75	16.81		33.61	36.28		51.64	46.90	
Grade 4	9.09	7.89		21.21	34.21		69.70	57.89	
Grade 5	4.85	5.05		23.30	15.15		71.84	79.80	
Grade 6	16.52	11.32		39.13	29.25		44.35	59.43	
All Grades	11.62	10.42		29.84	29.17		58.54	60.42	

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	9.84	8.85		39.34	47.79		50.82	43.36	
Grade 4	6.06	6.14		42.42	49.12		51.52	44.74	
Grade 5	4.85	5.05		27.18	31.31		67.96	63.64	
Grade 6	9.57	8.49		45.22	29.25		45.22	62.26	
All Grades	7.74	7.18		38.72	39.81		53.53	53.01	

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.

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% 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	9.84	11.50		47.54	49.56		42.62	38.94	
Grade 4	5.05	6.14		41.41	46.49		53.54	47.37	
Grade 5	1.94	3.03		33.01	38.38		65.05	58.59	
Grade 6	11.30	4.72		40.00	36.79		48.70	58.49	
All Grades	7.29	6.48		40.77	43.06		51.94	50.46	

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. Based on this data, the percentage of students below the standard in Communicating Reasoning and Problem Solving has decreased every year. This is evidence that students are making growth throughout the grade levels.

2. Interventions in the area of math need to continue for student achievement. Staff will continue to utilize the Units of Study, Balanced Math, Math F.U.N., and California State Standards for instruction. We will also implement additional learning opportunities in the area of math.

3. The overall percentage of students in standard exceeded and standard met has increased every school year. Providing small group instruction and first best instruction is essential to continue to make gains. We will continue to see gains as we have added a math intervention teacher as well.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All 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	1427.9	1420.1	1404.4	1435.7	1431.6	1419.1	1409.7	1393.1	1370.3	75	63	47
1	1456.3	1443.6	1420.8	1456.3	1453.1	1443.8	1455.9	1433.7	1397.4	56	40	35
2	1491.1	1465.1	1455.1	1485.8	1461.1	1455.3	1495.8	1468.5	1454.4	67	38	48
3	1487.6	1493.4	1474.3	1477.6	1487.9	1472.9	1497.1	1498.5	1475.1	59	56	40
4	1494.6	1505.7	1480.0	1496.0	1500.9	1484.7	1492.5	1509.9	1474.8	41	49	32
5	1518.9	1513.3	1500.4	1514.5	1512.8	1503.2	1522.8	1513.2	1497.2	55	46	47
6	1557.3	1520.0	1508.0	1557.3	1513.3	1503.9	1556.8	1526.2	1511.6	48	54	45
All Grades										401	346	294

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	36.00	12.70	4.26	22.67	44.44	25.53	32.00	31.75	53.19	*	11.11	17.02	75	63	47
1	35.71	2.50	5.71	33.93	40.00	5.71	*	37.50	57.14	*	20.00	31.43	56	40	35
2	52.24	5.26	6.25	34.33	31.58	39.58	*	50.00	31.25	*	13.16	22.92	67	38	48
3	*	7.14	2.50	52.54	53.57	25.00	22.03	30.36	60.00	22.03	8.93	12.50	59	56	40
4	*	12.24	6.25	46.34	53.06	18.75	34.15	24.49	62.50	*	10.20	12.50	41	49	32
5	29.09	13.04	10.64	45.45	50.00	23.40	*	21.74	53.19	*	15.22	12.77	55	46	47
6	47.92	16.67	11.11	41.67	38.89	35.56	*	27.78	33.33	*	16.67	20.00	48	54	45
All Grades	31.17	10.40	6.80	38.40	45.09	25.85	19.20	31.21	48.98	11.22	13.29	18.37	401	346	294

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.

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	41.33	19.05	10.64	28.00	46.03	36.17	24.00	22.22	36.17	*	12.70	17.02	75	63	47
1	57.14	12.50	5.71	*	42.50	42.86	*	35.00	34.29	*	10.00	17.14	56	40	35
2	58.21	7.89	10.42	28.36	55.26	37.50	*	23.68	41.67	*	13.16	10.42	67	38	48
3	20.34	19.64	5.00	47.46	55.36	60.00	18.64	16.07	25.00	*	8.93	10.00	59	56	40
4	36.59	34.69	9.38	46.34	46.94	46.88	*	12.24	40.63	*	6.12	3.13	41	49	32
5	47.27	32.61	23.40	40.00	52.17	53.19	*	8.70	17.02	*	6.52	6.38	55	46	47
6	68.75	31.48	17.78	25.00	37.04	44.44	*	18.52	22.22	*	12.96	15.56	48	54	45
All Grades	46.88	23.12	12.24	32.67	47.69	45.58	12.47	19.08	30.61	7.98	10.12	11.56	401	346	294

Table header: **Oral Language** — Percentage of Students at Each Performance Level for All Students

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.

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	24.00	6.35	0.00	22.67	28.57	17.02	36.00	50.79	65.96	17.33	14.29	17.02	75	63	47
1	32.14	5.00	5.71	26.79	22.50	5.71	*	37.50	31.43	23.21	35.00	57.14	56	40	35
2	41.79	2.63	6.25	32.84	28.95	31.25	17.91	52.63	22.92	*	15.79	39.58	67	38	48
3	*	1.79	2.50	28.81	39.29	7.50	42.37	46.43	60.00	27.12	12.50	30.00	59	56	40
4		8.16	0.00	*	36.73	9.38	39.02	38.78	34.38	36.59	16.33	56.25	41	49	32
5	20.00	4.35	2.13	36.36	13.04	6.38	23.64	60.87	44.68	20.00	21.74	46.81	55	46	47
6	35.42	7.41	2.22	29.17	20.37	15.56	25.00	48.15	44.44	*	24.07	37.78	48	54	45
All Grades	23.19	5.20	2.72	28.68	27.46	13.95	28.68	47.98	43.88	19.45	19.36	39.46	401	346	294

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	56.00	23.81	10.64	37.33	66.67	72.34	*	9.52	17.02	75	63	47
1	62.50	40.00	11.43	19.64	60.00	82.86	*	0.00	5.71	56	40	35
2	68.66	18.42	14.58	26.87	71.05	75.00	*	10.53	10.42	67	38	48
3	20.34	16.07	17.50	57.63	69.64	67.50	22.03	14.29	15.00	59	56	40
4	34.15	30.61	12.50	58.54	57.14	71.88	*	12.24	15.63	41	49	32
5	47.27	15.22	17.02	49.09	78.26	63.83	*	6.52	19.15	55	46	47
6	62.50	22.22	8.89	31.25	62.96	64.44	*	14.81	26.67	48	54	45
All Grades	51.12	23.41	13.27	39.15	66.47	70.75	9.73	10.12	15.99	401	346	294

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	33.33	17.46	8.51	53.33	69.84	74.47	*	12.70	17.02	75	63	47
1	30.36	2.50	0.00	57.14	80.00	71.43	*	17.50	28.57	56	40	35
2	56.72	5.26	14.58	35.82	76.32	70.83	*	18.42	14.58	67	38	48
3	42.37	39.29	7.50	44.07	55.36	80.00	*	5.36	12.50	59	56	40
4	56.10	42.86	28.13	36.59	51.02	68.75	*	6.12	3.13	41	49	32
5	67.27	71.74	51.06	27.27	19.57	38.30	*	8.70	10.64	55	46	47
6	77.08	33.33	42.22	*	51.85	44.44	*	14.81	13.33	48	54	45
All Grades	50.37	31.21	22.45	40.40	57.23	63.27	9.23	11.56	14.29	401	346	294

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.

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	22.67	3.17	0.00	70.67	88.89	74.47	*	7.94	25.53	75	63	47
1	32.14	15.00	8.57	42.86	42.50	22.86	25.00	42.50	68.57	56	40	35
2	50.75	5.26	14.58	37.31	78.95	45.83	*	15.79	39.58	67	38	48
3	*	0.00	5.00	59.32	67.86	35.00	38.98	32.14	60.00	59	56	40
4		6.12	0.00	51.22	57.14	34.38	48.78	36.73	65.63	41	49	32
5	*	4.35	8.51	56.36	69.57	42.55	29.09	26.09	48.94	55	46	47
6	33.33	3.70	4.44	31.25	38.89	31.11	35.42	57.41	64.44	48	54	45
All Grades	23.44	4.91	6.12	50.87	64.16	42.18	25.69	30.92	51.70	401	346	294

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

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	41.33	36.51	25.53	38.67	39.68	40.43	20.00	23.81	34.04	75	63	47
1	30.36	2.50	5.71	55.36	75.00	37.14	*	22.50	57.14	56	40	35
2	29.85	7.89	8.33	64.18	78.95	37.50	*	13.16	54.17	67	38	48
3	23.73	26.79	2.50	62.71	64.29	77.50	*	8.93	20.00	59	56	40
4	*	22.45	0.00	63.41	69.39	68.75	*	8.16	31.25	41	49	32
5	45.45	13.04	0.00	47.27	80.43	70.21	*	6.52	29.79	55	46	47
6	31.25	38.89	11.11	64.58	53.70	75.56	*	7.41	13.33	48	54	45
All Grades	32.42	23.12	8.16	55.61	63.87	57.82	11.97	13.01	34.01	401	346	294

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. Base year data indicates that we have the majority of our students in levels 2 and 3 in writing. As we came back from distance learning, writing was a focus this school year.

2. Fifty percent of our English Learners were also in the somewhat/moderately level of reading which indicates, reading needs to continue to be a focus. Small group instruction needs to continue at student's instructional reading abilities to promote literacy.

3. Thirty-six percent of 4th grade students were in the beginning levels of reading. Small group Guided Reading intervention will continue to be implemented as well as small group intervention in 5th and 6th grade.

School and Student Performance Data
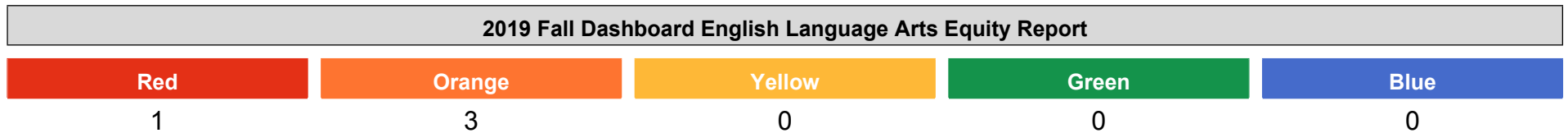
Student Population

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**
663	**85.5**	**44.2**	**0.6**
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	293	44.2
Foster Youth	4	0.6
Homeless	2	0.3
Socioeconomically Disadvantaged	567	85.5
Students with Disabilities	57	8.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	N/A	N/A
Hispanic	638	96.2
Two or More Races	1	0.2
Native Hawaiian or Pacific Islander	N/A	N/A
White	16	2.4

Conclusions based on this data:

1. Based on our diverse demographics, we continue to build and support systems that make meaningful impact in the community we serve.

2. Offering free breakfast and programs that benefit student needs is a necessity at our site. The lunch and supper meals have continued this school year.

3. Continued professional development in the area of reading, math, and specific EL professional development will continue to be a focus.

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.

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2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		

Conclusions based on this data:

1. Progress based on California Dashboard indicates continued focus in English Language Arts and Math since we are currently in the orange band of performance.

2. We maintained in ELA with -.09 points Students with Disabilitites -1.8 points in red and small declines for our EL and Hispanic students indicating a need to continue guided reading support with focus on integrated ELD. In Math we maintained with +2.8 points increase with highest increase for SWD students of 14.2 points.

3. Our suspension rate is in the blue with 0% of students suspended for all students. Our Chronic Absenteeism data is in median yellow indicator and a maintaining rate of 8.3%. The state is at 10.1%. We will review EL and SED students who did increase slightly by .6 and .9, relatively.

School and Student Performance Data

Academic Performance
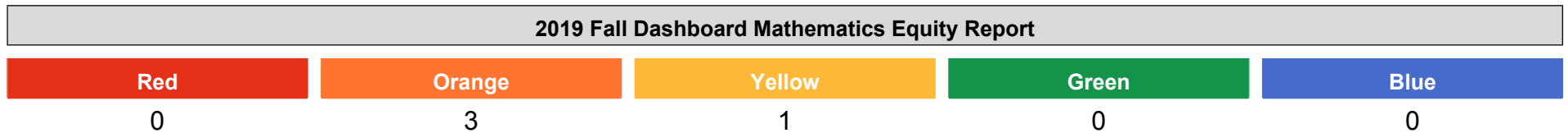## English Language Arts

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   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	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
54.8 points below standard	65.7 points below standard	0 Students
Maintained -0.9 points	Declined -6.1 points	
406	291	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	58.6 points below standard	142.4 points below standard
	Maintained -0.2 points	Maintained -1.8 points
1	349	55

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
56.4 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.6 points		1	8
392			

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
99.4 points below standard	3.2 points below standard	38.6 points below standard
Maintained ++0.9 points	Declined -5 points	Increased ++6.9 points
189	102	96

Conclusions based on this data:

1. Although our status is low, there has been an increase every school year. English Learners, however, made the least gains. This school year, writing was a focus as we came back from distance learning.

2. Grade level teams will continue to look at their grade level data analytically to guide next steps in student achievement.

3. The greatest gains were made by English Only students. We will monitor Reclassified English Learners since they declined significantly.

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 ... Red ... Orange ... Yellow ... Green ... Blue ... Highest Performance

This section provides number of student groups in each color.

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

Orange

63.1 points below standard

Maintained ++2.8 points

406

English Learners

Orange

71.7 points below standard

Declined -3.8 points

291

Foster Youth

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Socioeconomically Disadvantaged

Yellow

64.6 points below standard

Increased ++3.9 points

349

Students with Disabilities

Orange

140.2 points below standard

Increased ++14.2 points

55

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino

Hispanic

Orange

64.6 points below standard

Maintained ++0.7 points

392

Two or More Races

Pacific Islander

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

White

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

8

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**
101.6 points below standard	16.2 points below standard	49 points below standard
Increased ++3.3 points	Declined -4.1 points	Increased Significantly ++18.3 points
189	102	96

Conclusions based on this data:

1. All student groups increased. Students with disabilities showed the greatest gains. Currently, we have no groups in the Red Zone of proficiency.

2. Math intervention was established this school year as a need due to the results of CAASPP and we will continue to implement this intervention. We were fortunate to add a math intervention teacher to our staff this school year.

3. Grade level teams to analyze grade level data analytically, by student group, is essential for our continued improvement.

School and Student Performance Data

Academic Performance
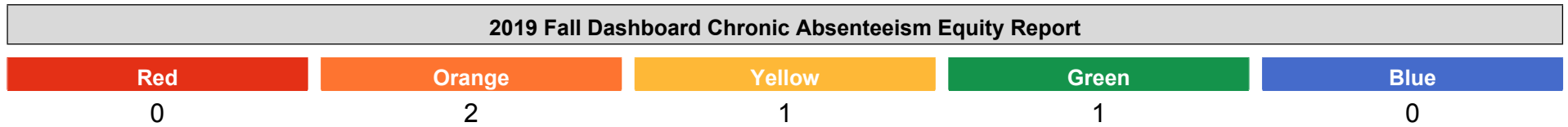## English Learner Progress

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
44.4 making progress towards English language proficiency
Number of EL Students: 268
Performance Level: Low
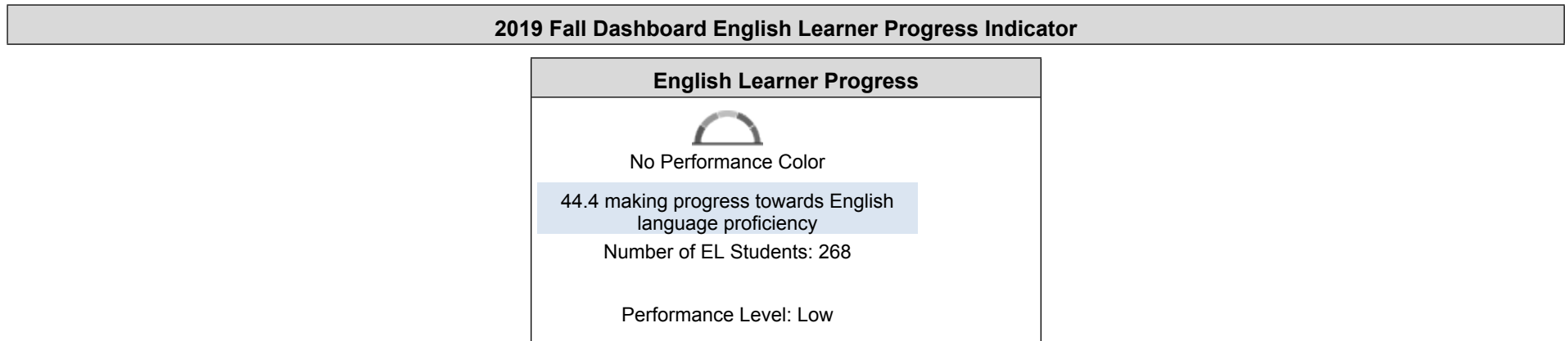
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
20.5	35.0	2.6	41.7

Conclusions based on this data:

1. Goal setting for students who take the ELPAC will continue. Goals will also be communicated with parents.

2. Continued goal setting meetings with teacher, parent, and student will continue in English Language Arts and Math. We will also incorporate the Ellevation training to our staff PD as a resource.

3. Analytical analysis of data, by grade level, will continue to be a focus to improve school wide. Although our performance level was low, it was almost at the medium performance level according to EL Progress.

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   Red   Orange   Yellow   Green   Blue   Highest Performance
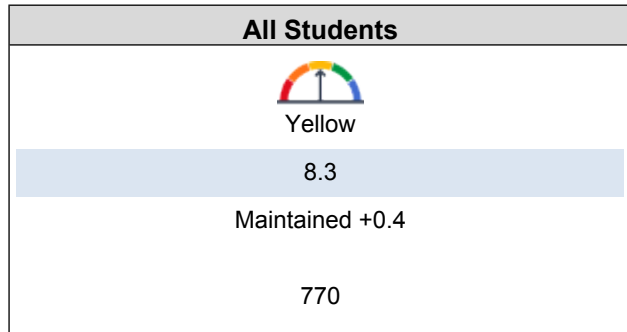
This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	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

Yellow

8.3

Maintained +0.4

770

English Learners

Orange

7.5

Increased +0.6

425

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

6

Socioeconomically Disadvantaged

Orange

9.1

Increased +0.9

659

Students with Disabilities

Green

4.7

Declined -8

85
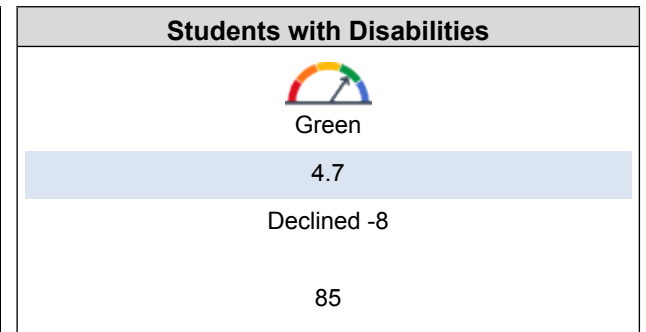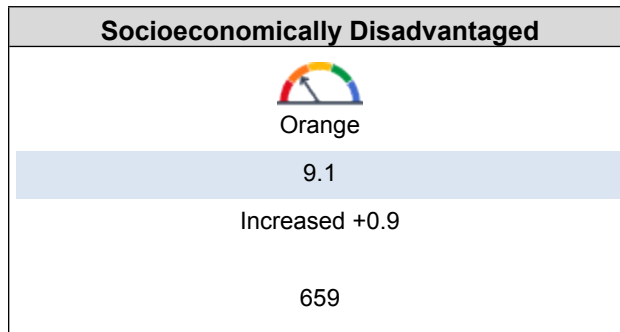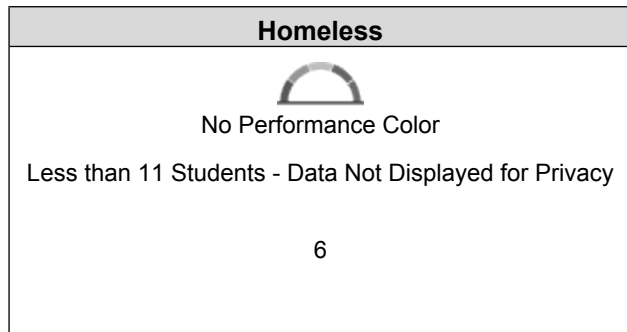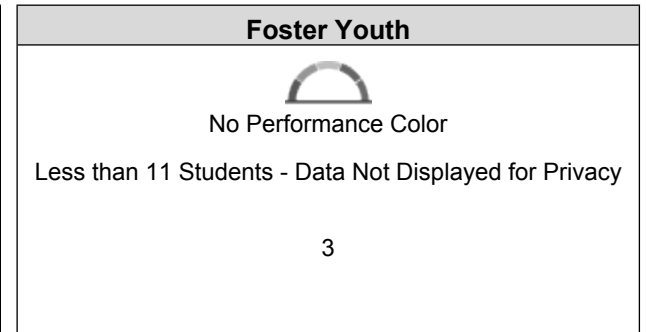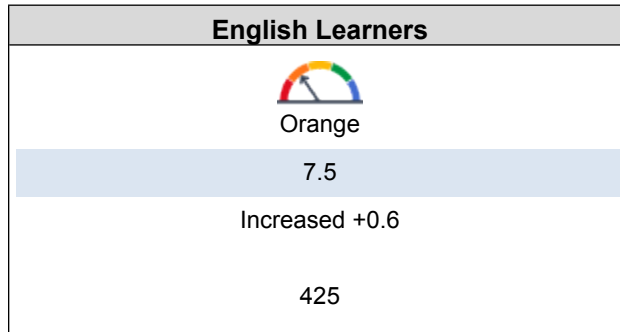
2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	0	0	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
8.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	16.7
Maintained +0.1	5	1	Increased +10
743			18

Conclusions based on this data:

1. Attendance has been tied to our district vision of Learning Without Limits. We are currently in the yellow performance band which is an improvement since we were in the orange performance band last school year.

2. Saturday School attendance increased throughout the year to improve attendance overall. Prior to school closures, our attendance rates continued to improve.

3. Various incentives throughout the year promoted school attendance. Our Students with Disabilities were in the green performance band for attendance which indicates on-going inclusion practices have had positive effects. Due to quarantine this school year, our attendance levels overall decreased slightly.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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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:
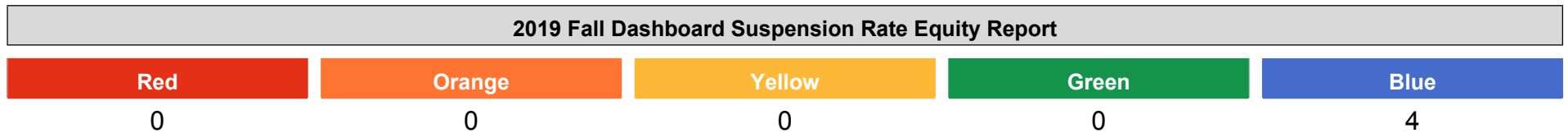
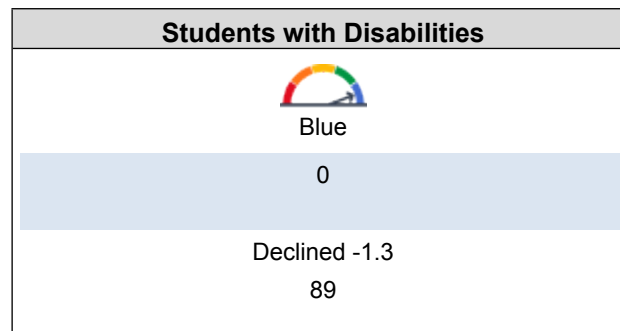| Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
		3
Maintained -0.2	Maintained -0.2	
792	441	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0	0
6		
	Declined -0.3	Declined -1.3
	671	89
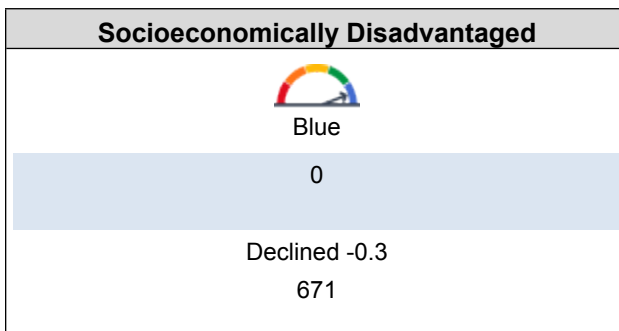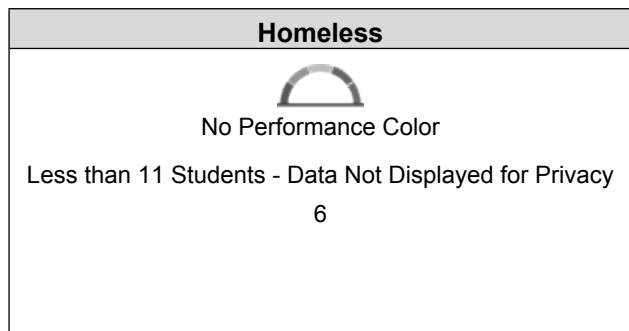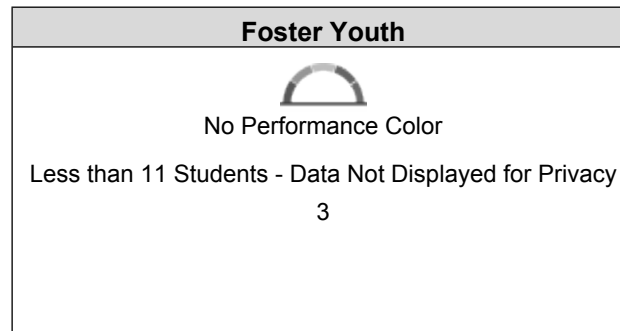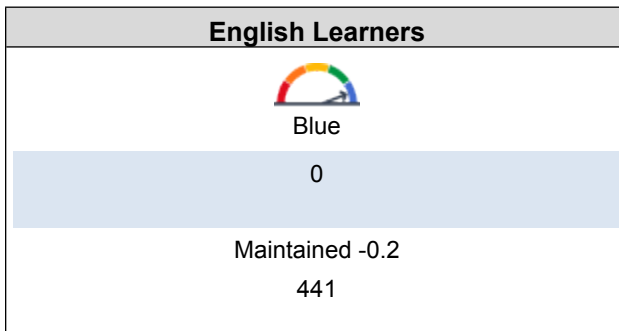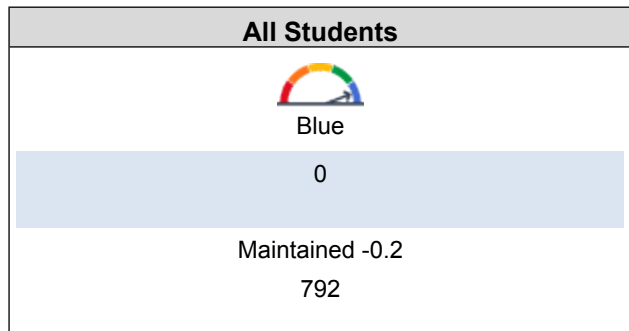
2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not 3			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0 Maintained -0.1 765	No Performance Color Less than 11 Students - Data Not 5	No Performance Color Less than 11 Students - Data Not 1	No Performance Color 0 Maintained 0 18

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.2	0

Conclusions based on this data:

1. Continued conversations and dialogue in other means of corrective behavior are necessary so that students stay in school. Continued student engagement activities will also continue.

2. Communication and relationship building with families is essential in working together for the continued success of students.

3. Interns as part of our SEL system need to continue to support students throughout grade levels. Student engagement has made a difference in suspensions and referrals.

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)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

Analysis of CAASPP data indicates additional professional development needs to take place. Although we showed gains in the area of math, release time needs to be provided to delve deeper into the ELA claims. An overview of assessment has been provided through professional staff development. However, a closer look at each grade level's strengths and areas of growth will be beneficial in establishing goals and next steps.

NWEA is new and our teachers need additional professional development on using data to make instructional decisions that impact student learning. This year we were learning as we came back from pandemic but we do need additional training with NWEA.

AVID implementation and refinement will continue as we attend Summer Institute and new teachers are trained in AVID practices. This is essential as we are an AVID Elementary site. Those teachers that have not been trained and are unable to attend Summer Institute will attend path training during the school year. Collaboration with site coach will also continue as we refine AVID practices.

Intervention teachers will continue to work with students in all grade levels. Primary intervention teacher works with students in grades 1-3. While our upper-grade intervention teacher supports students in grades 4, 5 and 6. Data triangulation occurs as we monitor student progress to ensure all students are growing. The transition to small group Guided Reading has proven effective. Teachers work closely together to monitor students and document progress through the SST process. This school year the upper-grade intervention teacher worked in every 4th, 5th, and 6th grade class which benefits all students since learning in a smaller group is ideal to meet student needs.

CAASPP analysis also indicated a need for math intervention, specifically with 5th-grade math. With district support, we were able to have a math intervention teacher this school year who supports students in grades 4-6.

We have expanded Inclusion practices at all grade levels. Students with an IEP continue to show growth with inclusion practices.

After grade level input and NWEA reading progress, with district support, we will utilize Accelerated Reader as a motivational reading program to supplement reading instruction in and out of the classroom. We also plan to use IAB's to address learning needs in grades 4-6. We plan to use IAB's particularly in the area of math.

Expected Annual Measurable Outcomes

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
P4: Statewide assessment as measured by CAASPP	Maintained 2019 CAASPP Data Dashboard English Language Arts Standard Exceeded: 9.5% Standard Met: 13.3% Standard Nearly Met: 31.9% Standard Not Met: 45.3% Student Group Performance: Orange zone of of CA Dashboard Overall: Maintained -1.6 Students with Disabilities: Maintained -2 points English Learners: Declined 6.7 point Hispanic: Declined 3.2 points Socioeconomically Disadvantaged: -.9 points Current EL's: maintained .5 points Reclassified EL's: declined 5.9 points English Only: Increased 6.4 points English Learner Progress Indicator 44.4% made progress towards English Language Acquisition (low) but cut score for medium growth is 45%-55% EL's who decreased at least one ELPI level 20.5 EL's who maintained 35% EL's who maintained ELPI Level 4 2.6 EL's who progressed at least one ELPI level 41.7 Claims: Greatest Growth: Claim 3, Listening Greatest Need: Claim 1, Reading A historical overview of most recent standardized assessments are the following:	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: NWEA Assessment		

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
	NWEA- English Language Arts Students in K-2 Kinder Fall 131.8 Winter 134.00 Spring 137.9 First Fall 143.6 Winter 150.4 Spring 154.8 Second Fall 156.5 Winter 166.10 Spring 166.00 Grades 3-5 3rd Grade Fall 175.9 Winter 181.2 Spring 184.5 4th Grade Fall 187.6 Winter 188.2 Spring 191 5th Grade Fall 193.4 Winter 195.2 Spring 196 6th Grade Fall 202.7 Winter 204.4 Spring 204	Intervention data indicates growth. Teachers have used Wonders fluency levels as well in supporting student's instructional level. The overall growth will be measured by NWEA. The expectancy rate of increase by June 2023 will be at least 5 percent growth in every grade level.
NWEA Math Assessment	NWEA Math Students in grades K-2 Kindergarten Fall 134	The expectation in the area of math using NWEA is that our site will grow by at least 5%. The addition of a math intervention teacher this school year will also help as she supports students in

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
	Winter 137.6 Spring 143.00 First Grade Fall 149.1 Winter 155.4 Spring 160.4 Second Grade Fall 164.1 Winter 170.9 Spring 173. Grades 3-5 3rd Grade Fall 175 Winter 182.2 Spring 184. 4th Grade Fall 186.4 Winter 190.6 Spring 192.6 5th Grade Fall 191.2 Winter 194.8 Spring 197.0 6th Grade Fall 200.7 Winter 206.2 Spring 209.6	grades 4,5, and 6. The small group intensive support will continue to benefit our students.

Planned Strategies/Activities

Action 1.1
CCSS Implementation

		X	Unchanged Action		

Planned Actions/Services	Students to be served	Budget and Source
A. Provide English language arts instruction and document daily use in every classroom with materials for every student. B. Provide and monitor necessary daily uninterrupted time for English language arts instruction. C. Utilize Step Up to Writing strategies. D. Provide a classroom setting conducive to learning. E. Provide additional paraprofessional support for small group instruction. F. Purchase additional English Language Arts resources and supplemental materials, supplies, incentives, technology, library support, and other pertinent items to support student academic achievement and supplement the core curriculum. G. Professional development to support initiatives such as AVID, Guided Reading, Step up to Writing, and EL Strategies,	X All Students	Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $72,084

Action 1.2
Staff Development/Collaboration

		X	Unchanged Action		

Planned Actions/Services	Students to be served	Budget and Source
A. Primary Intervention Teacher will work with struggling readers in grades 1-3. Utilizing NWEA and benchmark assessments will be the focus of working with struggling readers.	X All Students	Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $149,204

Action 1.3
Intensive Intervention

		X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Continue K-2 support for Early Literacy/Primary Intervention B. Continue 4-6 grade intervention support with Guided Reading Intensive Intervention C. Provide small-group reading intervention to targeted, at-risk students in first-third grades. D. Newcomers	X All Students	Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $76,807 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $76,807

Action 1.4
Collaboration

		X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Utilize the model of Professional Learning Communities (PLC), create grade level and cross grade level teams to focus on improving student learning of content standards. B. Utilize minimum days to collaborate in PLC format (grade-level meetings) to plan and discuss lesson implementation of effective strategies and intervention support.	X All Students	Collaborative professional development, teacher substitutes 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $2000.00

Action 1.5
Additional Support

		X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source

A. Provide after-school extended learning opportunities for students experiencing difficulties, 1-year below grade level (strategic), utilizing core and supplemental standards-based instructional materials.

B. Purchase additional core, supplemental materials, and clerical assistance to support extended learning opportunities after school.
Teachers will work in grade level teams, utilizing NWEA assessments and Wonders leveled reading passages results to identify students who are not achieving mastery of grade level standards. These students will be scheduled into the after-school English language arts ELO intervention. We are fortunate that we will be able to provide ELO to all grade levels. | X | All Students | Teacher Hourly
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
$4000.00 |

Action 1.6
Communication

	X	Unchanged Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
A. Clerical staff will support the implementation of all supplemental services to meet the needs of students requiring additional services including translation.	X All Students	Instructional Aide substitute
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
$500.00

Action 1.7
Professional Development

	X	Unchanged Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
A. Teachers and Administrator will continue to attend staff development and workshops to support CCSS implementation. At the training, teachers will examine program elements, share effective strategies and collaborate to produce cohesive program instruction to ensure student achievement. Based on prior staff development, we will continue to incorporate standards-based planning with the skillful implementation of the curriculum for language arts, mathematics, and English language development at our site. Our school will	X All Students

X   Other student group(s) English Learners | Teacher Substitutes
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
$2500.00 |

address all components of the Elementary Classroom/Teacher Requirements. The instructional model of direct instruction includes: (1) the pre-teach of academic language and essential vocabulary, (2) the explicit skillful implementation of the core program, (3) creating opportunities for meaningful interaction with supplementary activities that integrate oral and written language development, as well as the (4) reteaching of students struggling with the objectives. This is accomplished through an implementation model that includes content and language objectives, academic language, sentence frames, common schedules, collaboration, engagement strategies, and student-relevant focus walls.

Action 1.8
Materials and Supplies

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Purchase supplemental materials, supplies, incentives, software and hardware to use for supplementary instruction. Promote positive incentives for student engagement in the area of reading, including field trips to universities.	X All Students	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $10,000.

Action 1.9
Bilingual Aides

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Five Bilingual Tutors will be assigned to work in SEI classrooms with EL students who are at the beginning levels of language acquisition. They will also work with students in small guided reading groups.	X All Students X Other student group(s) English Learners	BLT Salaries 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $121,875 BLT Salary 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $7,891

| | | | BLT Salaries
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
$26,731 |
| | | | Materials and Supplies (if funding permits)
4000-4999: Books And Supplies
Title III LEP -- 4203
$477.00 |

Action 1.10

Motivational Reading Program and assessment.

	X	New Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
A. The digital divide has indicated that resources need to be set aside so that all students have equitable access to internet as we plan for the school year ahead.	X All Students	Digital Divide 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3000.00

Action 1.11

Library Materials

	X	Unchanged Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
A. Due to outdated library materials, we will purchase library books for students.	X All Students	Library Books (if funding permits) 4000-4999: Books And Supplies Title I Basic -- 3010 $1952.00

Action 1.12

Translator Clerk Typist

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Translating Clerk, Attendance Clerk to increase ADA.	X All Students	TCT- 8 hrs 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $33,286 TCT - 8 hrs 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $33,286

Action 1.13
Instructional Materials

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Lease/Purchase of Xerox Machines for printing of Instructional Materials	X All Students	Xerox Machines 4000-4999: Books And Supplies Title I Basic -- 3010 $2113 Printing 4000-4999: Books And Supplies Title I Basic -- 3010 $1500.00

Action 1.14
AVID

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source

A. Incentives and supplies B. Extended opportunities to visit universities	X	All Students	AVID Implementation 4000-4999: Books And Supplies Title I Basic -- 3010 $500.00

Action 1.15

Transitional Plan to Kindergarten

	X		Unchanged Action

Planned Actions/Services	Students to be served		Budget and Source
The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents. Preschool age will be invited to visit the TK/Kinder classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration information for preschool will be made available in the front office. Title I Preschool is funded by district reservation and provides the same support services as our Head Start program.	X X	All Students Other student group(s) Head Start/Preschool	Title I Preschool District Funded $

Action 1.16

Communication Enhancement Program

	X		Unchanged Action

Planned Actions/Services	Students to be served		Budget and Source
The Communication Enhancement Program (CEP) at Troth Street is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions	X X	All Students Other student group(s) Students with Disabilities	

arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

Action 1.17

Inclusion:

	X	New Action	

Planned Actions/Services	Students to be served	Budget and Source
The planned actions for Full Inclusion include: A. Professional development for general education teachers, Educational Specialists, and paraprofessionals. B. Release time for teachers to collaborate and plan for the support and success of all students. C. Classified and certificated behavior support and trainings (CPI Training, Student Attendant Aides-if not provided by the district.	X All Students X Other student group(s) Students with disabilities	

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:

An increase in expenditures to use in attendance incentives will be needed. As the year progresses, it is evident that attendance needs to be increased and promoted. Although we continued with SART meetings, attendance needs to be increased to support student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School Attendance Rate	Attendance rate (8/6/2021-12/17/2021) TK 90.21% KN 90.29% 1st 92.62% 2nd 91.24% 3rd 93.16% 4th 94.49% 5th 93.13% 6th 94.32% Saturday School Attendance: September 2021: 48 October 2021: 54 November 2021: 43 December 2021: 68 January 2022: 30 February 2022: 58 March 2022: 55 April 2022: 53	Attendance is expected to increase as we continued incentives throughout the school year. Attendance at the end of the school year was 96.39%. As we plan and prepare to return to a full day schedule, attendance and tardies will be tracked. Our goal is to improve by 5% overall especially in TK and Kindergarten. Weekly message broadcasts are made to parents of the classes with the highest attendance rates as well as upcoming events of the week. We have also had monthly attendance incentives and we will continue to recognize attendance at the end of the school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Total: 409 Overall attendance percentage (8/6-4/11): 91.60%	Phone calls are made daily to those students who have been absent. On-going communication and dialogue of the importance of attending school continues.
P1: Chronic Absenteeism Rate	2020-2021 Chronic Absenteeism Rate District: 15.7% Troth: 12.7% Chronic Absenteeism Rate: Hispanic: 12.3% White: 18.8% 2020-2021 Our chronic absenteeism rate increased. Currently we are at 10 percent overall in all students groups. 2019-2020 CA Dashboard indicated we were currently in the yellow band for chronic absenteeism. Last school year we were in the orange band which indicates growth. Troth is below the district average. All student groups: 8.3% District 9.7% Student groups with the greatest gains include: Hispanic students: Maintained .1% (Yellow) Students with Disabilities: Declined 8% (Green)	Our goal is to focus on reengagement of students as we return to school. LEAP summer school should help with reengagement strategies as we currently have 204 students enrolled. Our goal for the coming year is to decrease chronic absenteeism by 5%. We will continue to make phone calls, promote Saturday School, talk to parents about the importance of school, and have various incentives for attendance.
P5: Pupil Suspension Rate	2020-2021 Suspension Rate Troth Street 0% District 33.3% This school year we were able to use other means of correction to ensure students are in school.	We will continue to support other means of correction so that students are ultimately in school. We continue to implement SEL skills and encourage a positive school climate with various school activities.

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
	All student groups according to CA Dashboard are in the highest performance band. All student groups: Maintained (Blue) District: 3.6% (Yellow)	
P6: Surveys of pupils, parents, teachers	LCAP Spring Survey 2022 (Panorama Survey) LCAP Student Survey, Spring 2022: "How often do you worry about violence at your school? 86% responded almost never 49% responded 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?" 2% responded not at all difficult 12% responded slightly difficult 6% responded somewhat difficult 3% responded extremely 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?" 18% responded extremely well 6% responded quite well	LCAP Data Survey: Results will be shared but the expected outcome is a continued sense of trust and relationship building.

Planned Strategies/Activities

Action 2.1
Safe and Healthy School Environment

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A..Campus supervisors are visible at every entry point during student arrival and dismissal. Additional school personnel assists with dismissal to ensure student safety. B. Safe Environment focus to educate students on the importance of an orderly environment. Teachers will promote lessons that follow the Positive Behavior Plan (PBIS) to ensure a positive school environment continues. A new skill will be taught each week. Provide educational lessons through Red Ribbon Week. C. Continue to assist students who are in need of school-based counseling. This service will be provided through the Family Outreach Program provider. Students will be referred by Principal or teachers. Training will be provided for activity supervisors on playground rules and activities to promote a peaceful playground.	X All Students	Health Care Aide 3hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $24,359 Activity Supervisor (.25 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1,776

Action 2.2
Attendance Incentives

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Increase student attendance to promote high academic achievement and ensure student safety through ongoing student training. Provide training for parents about the importance of attendance.	X All Students	Attendance Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2123.00

Action 2.3
PBIS Resource Materials

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source

Implementation of SEL Skills A. Meet monthly to discuss concerns and implementation B. Continue to improve school office by updating furniture and making environment welcoming C. Saturday School funds to support program and replenish ADA including purchasing materials for Saturday School	X All Students	Teacher Hourly Meetings and Planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2000.00

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:

Provide additional opportunities for parents to be involved. Perhaps offering a Family Literacy in the classroom for primary students or Make-It, Take-It workshops after school hours for parents to continue to be involved in their children's education. Primarily, stressing the importance of being involved since an early age.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement	Weekly messages continued this school year. It was a challenge to change from one parent communication platform to another in the middle of the school year but we were able to continue communicating with families. We were unable to offer Family Literacy this school year but we are continuing with plans for the following school year as restrictions have been starting to lift. 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?" 59% responded Extremely Important 29% responded Quite Important	Parent Engagement continues to be a priority. Weekly Q-message broadcast is sent to parents with the activities for the week, important reminders, etc. Family Literacy began as well in order to make systemic changes to the community we serve. Our goal is to increase the overall importance of community partnerships by 5%.

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
Student 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 extra-curricular activities? 47% responded Extremely Important 41% responded Quite Important LCAP Teacher Survey, Spring 2022: On most days, how enthusiastic are the students about being at school? 17% responded Extremely Enthusiastic 33% responded Quite Enthusiastic LCAP Student Survey, Spring 2022: Overall, how much do you feel like you belong at your school? 26% Belong quite a bit 42% Completely belong	As we move forward, our goal is to improve student life by increasing student activities by 5%. Overall, students have a good sense of belonging but there is room for growth. Our goal is to increase student sense of belonging by 5%.

Planned Strategies/Activities

Action 3.1
Parent Outreach

	X	Unchanged Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
A. Provide workshops to include parental participation in ELA, Math, technology	X All Students	Parental Involvement Certificated Release Time 5000-5999: Services And Other Operating Expenditures

B. Site-based parent training and student opportunities including a variety of parent engagement opportunities. (ie school programs, Chromebooks, PBIS, CCSS, digital citizenship).

C. Parent center/ideas will be available to support parent communication (computer, printer, library access)

D. All parents and staff will have leadership opportunities through advisory committees

E. Parent support materials for parent outreach.

F. Use of RAPTOR system

G. Volunteer appreciation breakfast to show parent appreciation.

H. Translator clerk typist to translate materials and parent meetings

Title I Parent Involvement -- 3010 1902
$1211.00

Action 3.2
Student Engagement

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Students compete in various sports	X All Students	Parent Involvement Classified Support (Hourly/Subs) includes Childcare (if funding permits)
B. Student/Parent Activities		5000-5999: Services And Other Operating Expenditures
C. Weekly Band Class		Title I Parent Involvement -- 3010 1902 $500
D. Student Council		Materials and Supplies
E. Engaging school assemblies, partnerships		4000-4999: Books And Supplies
F. Parent Workshops in Math and English Language Arts, including Family Literacy in TK/Kindergarten		Title I Parent Involvement -- 3010 1902 $720.00

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 Assessment as measured by CAASPP- California School Dashboard Academic Indicator	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.	Maintain use of 2019 CAASPP Data Dashboard English Language Arts Standard Exceeded: 9.5% Standard Met: 13.3% Standard Nearly Met: 31.9% Standard Not Met: 45.3% Student Group Performance: Orange zone of of CA Dashboard Overall: Maintained -1.6 Students with Disabilities: Maintained -2 points English Learners: Declined 6.7 point Hispanic: Declined 3.2 points Socioeconomically Disadvantaged: -.9 points Current EL's: maintained .5 points Reclassified EL's: declined 5.9 points English Only: Increased 6.4 points English Learner Progress Indicator 44.4% made progress towards English Language Acquisition (low) but cut score for medium growth is 45%-55% EL's who decreased at least one ELPI level 20.5 EL's who maintained 35% EL's who maintained ELPI Level 4 2.6 EL's who progressed at least one ELPI level 41.7 Claims:

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Greatest Growth: Claim 3, Listening Greatest Need: Claim 1, Reading
P4: Statewide Assessment- California School Dashboard Academic Indicator- Math Distance from Standard (CASDB)	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.	Maintain use of 2019 CAASPP Data Dashboard Math Standard Exceeded: 5.5% Standard Met: 14.8% Standard Nearly Met: 31% Standard Not Met: 48.6% Student Group Performance: Orange zone of California Dashboard Overall: Maintained 2.8 points Students with Disabilities: Increased 14.2 points (orange) Hispanic: Maintained .7 points (orange) English Learners: Declined 3.8 points (orange) Socio-economically disadvantaged Students: Increased 3.9 points
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB academic indicator through English Learner Progress Indicator (ELPI)	We will utilize Ellevation and discuss EL needs to continue to improve English Learner progress. Our goal will be to increase the overall percentage of English proficiency by 5 percent.	2020-2021 Data (Administered through Distance Learning) % Proficient: 6.80% Level 1 (Minimally Developed):18% Level 2 Somewhat Developed: 49% Level 3:Moderately Developed: 25% Level 4: (Well Developed): 6.80% 2018-2019 Percent Proficient: 10.4% Level 1 (Minimally Developed) 13% Level 2 (Somewhat Developed) 31% Level 3 (Moderately Developed) 45% Level 4 (Well Developed) 10%
P4: English Learner Reclassification Rate as reported on 2020-2021 Data Quest	Our goal for reclassification will be to increase the number of reclassified students by 5%.	2020-2021 44% of our students are English Learners

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
		5.5% of students were reclassified as Fluent English Proficient District: 5.6% 2019-2020 47% EL students 15.8% were reclassified as Fluent English Proficient District: 14.8%
P8: Other Student Outcomes NWEA ELA	The expectation with reading primary measures of NWEA data is that our site will grow by at least 5%. Intensive intervention will continue as well as small group Guided Reading support at student's instructional level. Continued progress is evident this school year with consistency of Guided Reading and small group support. Intervention data also indicates positive growth continues.	NWEA- English Language Arts Students in K-2 Kinder Fall 131.8 Winter 134.00 First Fall 143.6 Winter 150.4 Second Fall 156.5 Winter 166.10 Grades 3-5 3rd Grade Fall 175.9 Winter 181.2 4th Grade Fall 187.6 Winter 188.2 5th Grade Fall 193.4 Winter 195.2 6th Grade Fall 202.7 Winter 204.4

Metric/Indicator	Expected Outcomes	Actual Outcomes
P8: Other Student Outcomes NWEA Math	The expectation in the area of math using NWEA is that our site will grow by at least 5%. The addition of a math intervention teacher this school year will also help as she supports students in grades 4,5 and 6. The small group intensive support will continue to benefit our students.	NWEA- Math Students in grades K-2 Kindergarten Fall 134 Winter 137.6 First Grade Fall 149.1 Winter 155.4 Second Grade Fall 164.1 Winter 170.9 Grades 3-5 3rd Grade Fall 175 Winter 182.2 4th Grade Fall 186.4 Winter 190.6 5th Grade Fall 191.2 Winter 194.8 6th Grade Fall 200.7 Winter 206.2

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCSS Implementation A. Provide the most recent district Units of Study program in English language arts and document daily use in every	CCSS Implementation A. Provided Professional Development throughout the school year regarding changes in Units of	Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707	Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
classroom with materials for every student. B. Provide and monitor necessary daily uninterrupted time for English language arts instruction. C. Utilize Step Up to Writing strategies. D. Provide a classroom setting conducive to learning. E. Provide additional paraprofessional support for small group instruction. F. Purchase additional English Language Arts resources and supplemental materials, supplies, incentives, technology, library support, and other pertinent items to support student academic achievement and supplement the core curriculum. G. Professional development to support initiatives such as AVID, Digital Gateway, Guided Reading, Impact Teams, Step up to Writing, EL Strategies, Impact Team training.	Study and implementation of Units of Study. B. Continued to monitor daily uninterrupted time during ELA instruction. C. Provided Professional Development during staff meeting specifically with Step up to Writing since writing was a focus this school year. D. Continued to monitor classroom setting conducive to learning. E. Paraprofessionals worked in classrooms while Intervention teachers pushed in to ensure small group instruction took place. F. We did not purchase additional English Language Arts resources or supplemental materials. We did purchase ESGI technology resources for primary students. G. We continued with Professional Development in writing throughout the school year. Anchor papers and success criteria were discussed as we worked to refine writing strategies.	$66,795	$66,795
Staff Development/Collaboration A. Primary Intervention Teacher will work with struggling readers in grades 1-3. Utilizing DIBELS and benchmark assessments will be the focus of working with struggling readers.	Staff Development/Collaboration A. Primary Intervention teacher worked with students in grades 1-3. NWEA assessment was utilized as well as Wonders fluency range.	CSR Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $147,377	CSR Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $147,377

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Intensive Intervention A. Continue K-2 support for Early Literacy/Primary Intervention B. Continue 4-5 intervention support with Guided Reading Intensive Intervention C. Provide small-group reading intervention to targeted, at-risk students in first-third grades. D. Newcomers	Intensive Intervention A. Continued with K-2 support for Early Literacy/Primary Intervention. B. Continued with Guided Reading intervention support for students in grades 4-6. C. Provided small-group reading intervention to targeted, at-risk students for students in 1st-6th grade. D. Newcomer support was provided in the classroom.	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 Title I District -- 500 3010 $70,057 CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $70,057
Collaboration A. Utilize the model of Professional Learning Communities (PLC), create grade level and cross grade level teams to focus on improving student learning of content standards. B. Utilize minimum days to collaborate in PLC format (grade-level meetings) to plan and discuss lesson delivery through Units of Study (based on UOS assessment data), implementation of effective strategies and intervention support.	Collaboration A. Utilized grade level meetings to create and collaborate on improving student learning. B. Utilized minimum days to collaborate and discuss professional development, Units of Study, implementation of effective strategies, and intervention support.	Collaborative professional development, teacher substitutes 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $4000.00	Collaborative professional development, teacher substitutes 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $
Additional Support A. Provide after-school extended learning opportunities for students experiencing marginal deficits, 1-year below grade level (strategic), utilizing core and supplemental standards-based instructional materials.	Additional Support A. Provided after-school extended learning opportunities for students below grade level. ELO was very successful.	Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $3000.00	Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Purchase additional core, supplemental materials, and clerical assistance to support extended learning opportunities after school. Teachers will work in grade level teams, utilizing UOS pre/post assessments and Wonders leveled reading passages results to identify students who are not achieving mastery of grade level standards. These students will be scheduled into the after-school English language arts ELO intervention. Due to funding, this task is limited to 2nd and 3rd-grade benchmark students.	B. This school year we were able to offer ELO to all students in grades K-6 grade who were below grade level.		
Communication A. Clerical staff will support the implementation of all supplemental services to meet the needs of students requiring additional services including translation.	Communication A. Clerical staff has supported throughout the year with various projects including the attendance audit, translation at meetings, and communication with families.	Instructional Aide substitute 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $1000.00	$
Professional Development A. Teachers and Administrator will continue to attend staff development and workshops to support CCSS implementation. At the training, teachers will examine program elements, share effective strategies and collaborate to produce cohesive program instruction to ensure student achievement. Based on prior staff development, we will continue to incorporate standards-based planning with the skillful implementation of the curriculum for language arts, mathematics, and English language	Professional Development A. On-going communication and dialogue related to best practices continues to be at the core of what we do. Analyzing data through staff development meetings and discussions of where students are and how to close the achievement gap has been at the forefront of collaboration. Accelerating student achievement after pandemic learning loss has been a constant focus this school year.	Teacher Substitutes 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $2000.00	$

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
development at our site. Our school will address all components of the Elementary Classroom/Teacher Requirements. The instructional model of direct instruction includes: (1) the pre-teach of academic language and essential vocabulary, (2) the explicit skillful implementation of the core program, (3) creating opportunities for meaningful interaction with supplementary activities that integrate oral and written language development, as well as the (4) reteaching of students struggling with the objectives. This is accomplished through an implementation model that includes content and language objectives, academic language, sentence frames, common schedules, collaboration, engagement strategies, and student-relevant focus walls.			
Materials and Supplies A. Purchase supplemental materials, supplies, incentives, software and hardware to use for supplementary instruction. Promote positive incentives for student engagement in the area of reading, including field trips to universities.	Materials and Supplies A. Purchased license for ESGI assessment for TK and Kinder. Unable to purchase incentives for student engagement. Due to staff shortages, field trips did not take place this school year.	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0	$
Bilingual Aides A. Five Bilingual Tutors will be assigned to work in SEI classrooms with EL students who are at the beginning levels of language acquisition.	Bilingual Aides A. Bilingual Aides were assigned to assist students during the intervention block of time. Small group instruction throughout the day continued with the support of BLT's. One BLT was placed in the TK class of 31 students this school year.	BLT Salaries 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $79655.00 BLT Salary 2000-2999: Classified Personnel Salaries	BLT Salaries 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $79655.00 BLT Salary 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Title III LEP -- 4203 $6,811	Title III LEP -- 4203 $6811.00
		BLT Salaries 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $40,224	BLT Salaries 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $40,224
		Materials and Supplies (if funding permits) 4000-4999: Books And Supplies Title III LEP -- 4203 $1850.00	Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $477.00
Motivational Reading Program and assessment. A. The digital divide has indicated that resources need to be set aside so that all students have equitable access to internet as we plan for the school year ahead. Look at Accelerated Reader to accelerate student reading.	Motivational Reading Program and Assessment A. This is an area that we continue to explore. Communication has been difficult through Parent Square. We also plan on implementing Accelerated Reader for the following school year.	Digital Divide 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $6068.00	Digital Divide 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $
Library Materials A. Due to outdated library materials, we will purchase library books for students.	Library Materials A. We were unable to purchase library books for students.	Library Books (if funding permits) 4000-4999: Books And Supplies Title I Basic -- 3010 $4000.00	$
Translator Clerk Typist A. Translating Clerk, Attendance Clerk to increase ADA.	Translator Clerk Typist A. Translator Clerk has been instrumental in increasing ADA after attendance difficulties due to the pandemic.	TCT- 8 hrs 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $57,784	TCT- 8 hrs 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $57,784

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instructional Materials A. Lease/Purchase of Xerox Machines for printing of Instructional Materials	Instructional Materials A. We have continued to need and explore other options for Xerox machines since it has been extremely difficult to get the supplies needed.	Xerox Machines 4000-4999: Books And Supplies Title I Basic -- 3010 $2113 Printing 4000-4999: Books And Supplies Title I Basic -- 3010 $3000.00	Xerox Machines 4000-4999: Books And Supplies Title I Basic -- 3010 $2113 Printing 4000-4999: Books And Supplies Title I Basic -- 3010 $3000.00
AVID A. Incentives and supplies B. Extended opportunities to visit universities	AVID A. We were unable to purchase Incentives this school year. District provided supplies needed for AVID. B. Due to bussing shortages, we were unable to attend field trips to local universities.	AVID Implementation 4000-4999: Books And Supplies Title I Basic -- 3010 $1956.00	AVID Implementation 4000-4999: Books And Supplies Title I Basic -- 3010 $1956.00
Transitional Plan to Kindergarten The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents. Preschool age will be invited to visit the TK/Kinder classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration information for preschool will be made available in the front office.	Transitional Plan to Kindergarten The school continues to communicate with families regarding the transition to Kindergarten through Parent Square, ELAC, SSC. The school also communicates opportunities for students to attend LEAP as a transition to Kindergarten. Registration materials for preschool age children continue to be communicated through district or our office.	Title I Preschool District Funded $	$

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Title I Preschool is funded by district reservation and provides the same support services as our Head Start program.			
Communication Enhancement Program The Communication Enhancement Program (CEP) at Troth Street is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.	Communication Enhancement Program The Speech and Language Pathologist has continued providing CEP intervention skills for general education students.		
Inclusion: The planned actions for Full Inclusion include: A. Professional development for general education teachers, Educational Specialists, and paraprofessionals. B. Release time for teachers to collaborate and plan for the support and success for all students. C. Classified and certificated behavior support and trainings (CPI Training, Student Attendant Aides-if not provided by the district.	Inclusion: A. District has provided professional development in the SPED department. B. We were able to provide one release day for teachers of SDC students due staffing shortages. C. District provided CPI training for aides.		

Analysis

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

A focus on student data continues to guide instruction. We have also continued with social-emotional well-being as students and staff returned to campus. Grade level collaboration and professional development continued this school year. Due to staffing shortages, we were unable to release teachers during the school day. AVID implementation continued this school year as well. Organization through the use of an agenda or calendar has continued. We have also continued with technology tips and training during staff meetings or through email. Our focus after distance learning has been on writing.

Best first instruction and learning in our classrooms has consistently been the focus. Lessons are modeled and student participation and attendance is monitored. Guided Reading has continued to be a focus as we work to meet students at their instructional level. Small group instruction with an intervention teacher and BLT's have provided a reading focus at the student's instructional level. Intervention teachers push-in throughout the day. This year we were also fortunate to add a math intervention teacher who serves students in grades 4, 5, and 6. Our intervention teachers also model lessons in classrooms.

Continued focus on the instruction of English learners will need to be analyzed. Culturally- responsive teaching and a focus on student data will also continue. Guided Reading and small group support helps all students including students with an IEP and English learners.

As we plan ahead, we will be incorporating Accelerated Reader as a motivational reading program for students. We will also consider Kagan cooperative learning strategies for all students. Our learning environment will transition as Troth goes through modernization and we incorporate flexible seating in our classrooms.

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

Steady growth prior to the closure of school was evidenced by SBAC results over the last three years. Continuous improvement in the area of English Language Arts and Math continued. Growth was specifically made in standard met and nearly met. The percent of students in standard not met declined every year. There was growth in cohorts of students groups in the area of math and the overall scores continued to be analyzed.

Historical Data:

CAASPP ELA Progress	2016-2017	2017-2018	2018-2019
Standard Exceeded	11.8	9.4	9.5
Standard Met	10.5	13.3	13.3
Nearly Met	22.4	25.6	31.9
Standard Not Met	55.3	51.7	45.3

CAASPP Math Progress	2016-2017	2017-2018	2018-2019
Standard Exceeded	6.6	5.6	5.5
Standard Met	11.8	20.6	14.8
Nearly Met	36.8	33.3	31
Standard Not Met	44.7	40.6	48.6

The overall effectiveness of activities, programs, and strategies are closely aligned to ensuring our students continue to succeed. Ensuring that reading components are addressed and taught daily via a small group will continue to be a focus. Providing scaffolded writing instruction will also guide our students.

Goal setting will also continue to be a focus. As we get additional current information with SBAC and ELPAC, the data will guide our next steps.

Current research indicates that the Digital Divide and Distance Learning affected our most vulnerable groups. That is, students with an IEP as well as English learners. We continued to re-engage students throughout the school year.

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

Differences in proposed materials and estimated expenditures will be different this school year as we incorporate one time ESSER funds. The collaborative process with educational partners is on-going but some of the key changes include adding Accelerated Reader as a supplemental program. Our students and families will benefit from daily exposure to varied books and literature to increase fluency, comprehension, and vocabulary.

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.

There continue to be uncertainties as we move ahead to accelerate student learning. The need for professional development in the area of cooperative learning groups would be needed as students return to class. We were isolated for so long that we need to develop strategies how to work in small groups. Considering a trainer of trainer model of Kagan learning sturctures to benefit our students and staff is needed. Release time to engage and dialogue NWEA data is also needed. Due to the shortage of subs, we were unable to continue with proposed planning from last school year.

AVID implementation and refinement will continue as we receive funding for teachers to attend PATH trainings during the school year. We have many newer teachers who have not been AVID-trained. Collaboration with site coach will also continue as we refine AVID practices.

Intervention teachers will work with students at all grade levels. Primary intervention teacher works with students in grades 1-3, while our upper grade intervention teacher supports students in grades 4,5, and 6. Data triangulation occurs as we monitor student progress and document progress through the SST process. Bilingual Language Tutors also support this initiative as groups of students are smaller when the intervention teacher, general education teacher and BLT work with small groups.

Data has also revealed the need for math intervention. Newcomer support is needed as well as additional enrichment opportunities for GATE students.

Inclusion practices will continue at Troth. Data revealed that inclusive practices are effective as this student group made the greatest gains the 2018-2019 school year. Continuos collaboration and professional development to support teachers in this area will continue. Release time will also be needed for inclusion teachers. As we reflect on student data, the need for Accelerated Reader was also discussed as a supplemental, motivational program for all students in grades 1-6.

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	Attendance is expected to increase as we continued incentives throughout the school year. Attendance at the end of the school year was 96.39%. As we plan and prepared to return to a full-day schedule, attendance and tardies will be tracked. Our goal is to improve by 5% overall, particularly in TK and Kindergarten. Weekly message broadcasts will be made to parents of the classes with the highest attendance rates as well as upcoming events of the week. Monthly attendance incentives will be a priority and we will continue to recognize attendance at the end of the school year. Phone calls will continue to be made to those students who have been absent. On-going communication and dialogue on the importance of attending school will continue.	Attendance rate (8/6/2021-12/17/2021) TK 90.21% KN 90.29% 1st 92.62% 2nd 91.24% 3rd 93.16% 4th 94.49% 5th 93.13% 6th 94.32% Saturday School Attendance: September 2021: 48 October 2021: 54 November 2021: 43 December 2021: 68 January 2022: 30 February 2022: 58 March 2022: 55 April 2022: 53 Total: 409 Overall attendance percentage (8/6-4/11): 91.60%

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
P1: Chronic Absenteeism Rate	Our goal is to focus on reengagement of students as we return to school. LEAP summer school should help with reengagement strategies as we had 204 students enrolled. Our goal for the coming year is to decrease chronic absenteeism by 5%. We will continue to make phone calls, promote Saturday School, talk to parents about the importance of school, and have various incentives for attendance.	2020-2021 Chronic Absenteeism Rate District: 15.7% Troth: 12.7% Chronic Absenteeism Rate: Hispanic: 12.3% White: 18.8%
P5: Pupil Suspension Rate	We will continue to support other means of correction so that students are ultimately in school. We continue to implement SEL skills and encourage a positive school climate with various school activities to ensure students have a sense of belonging.	2020-2021 Suspension Rate Troth Street: 0% District: 33.3%
P6: Surveys of pupils, parents, teachers	Results will be shared with educational partners but an ongoing transparent, analysis of where we are and varied educational partners' perspectives is key as we move student achievement forward.	LCAP Spring Survey 2022 (Panorama Survey) LCAP Student Survey, Spring 2022: "How often do you worry about violence at your school? 86% responded almost never 49% responded 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?" 2% responded not at all difficult 12% responded slightly difficult 6% responded somewhat difficult 3% responded extremely 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?"

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
		18% responded extremely well 6% responded quite well

Strategies/Activities for Goal 2

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Safe and Healthy School Environment A..Campus supervisors are visible at every entry point during student arrival and dismissal. Additional school personnel assists with dismissal to ensure student safety. B. Safe Environment focus to educate students on the importance of an orderly environment. Teachers will promote lessons that follow the Positive Behavior Plan (PBIS) to ensure a positive school environment continues. A new skill will be taught each week. Provide educational lessons through Red Ribbon Week and yellow ribbon week. C. We are exploring outside counseling services twice a week to assist students who are in need of school-based counseling. This service would be provided through the Family Outreach Program provider. Students will be referred by Principal or teachers. Training will be provided for activity supervisors on playground rules and	Safe and Healthy School Environment A. Although staff shortages have been difficult this school year, we have had either campus supervisors or school personnel visible at every entry point during student arrival and dismissal. B. Safe environment continued this school year as we promoted PBIS weekly skills. We held Red Ribbon activities as well. C. We were fortunate to have a Health Behavior Associate this school year two days per week. Parents, teachers, and administrators referred students as needed. Training was held for activity supervisors on rules on the playground for consistency.	Health Care Aide 3hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $23,125 Activity Supervisor (.25 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1620	Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $23,125 Activity Supervisor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1620

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
activities to promote a peaceful playground.			
Attendance Incentives A. Increase student attendance to promote high academic achievement and ensure student safety through ongoing student training. Provide training for parents about the importance of attendance.	Attendance Incentives A. Discussed importance of attendance at Title I meeting, ELAC, and through message broadcast. Due to CDC isolation regulations, our attendannce was lower this school year.	Attendance Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $8123.00	Attendance Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $
PBIS Resource Materials Implementation of SEL Skills A. Meet monthly to discuss concerns and implementation B. Continue to improve school office by updating furniture and making environment welcoming C. Saturday School funds to support program and replenish ADA including purchasing materials for Saturday School	PBIS Resource Materials A. Meetings did not occur monthly. PBIS Coordinator and AP met at district office throughout the year. B. Improved school office by making it inviting for parents, students, and staff through seasonal decor. C. District provided resources for Saturday School.	Teacher Hourly Meetings and Planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0	Teacher Hourly Meetings and Planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $

Analysis

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

We have continued to support and promote attendance and student engagement. Before the school year began, phone calls were made to those families who had students chronically absent the previous year. Positive relationships were established and resources helped families.

Weekly message broadcast continues to be made with the announcements for the upcoming week. Although we switched to Parent Square in the middle of the year this school year, we were able to continue to communicate with our families. Awards assemblies were held in the classroom this school year but we are hopeful that with current trends, we will be able to meet in the MPR with parents for the third trimester. Flyers and invitations were sent through Peachjar to let parents know school information.

When attendance was not improving, meetings were held with parents. SART contracts were in place. Home visits were also made if needed when students were in quarantine so that they had the necessary tools to continue learning.

Social-emotional learning was implemented daily and incorporated in the daily schedule.

Kindness activities were held throughout the school year as we promoted school spirit and engaged students with school. Students and staff were also encouraged to participate in spirit days that were planned and promoted by our student council.

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

Attendance rates have improved as the school year has progressed. Although we are not at the numbers prior to the pandemic, our attendance rates have steadily increased. We continue with message broadcasts, phone calls, parent meetings and continued communication on the importance of attendance. We have incorporated Learning Without Limits to our attendance practices and we continue to partner with families on the importance of attendance.

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

Proposed expenditures were not made because we were unable to have attendance incentives. Activity supervisors and health care aides continued to support students.

Differences in proposed materials and estimated expenditures will be different this school year as we incorporate one time ESSER funds. The collaborative process with educational partners is on-going but some of the key changes include a short term instructional aide for student support and release time for teachers,

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.

An increase in expenditures related to an intern will be needed. Students social-emotional well-being will need to be addressed and monitored to make an impact on academic achievement. Student social-emotional well-being will be key in addressing learning needs. Prior data indicated that when there was an intern assigned to the site, suspensions decreased.

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
Parent Engagement	Parent Engagement continues to be a priority. Weekly Q-message broadcast is sent to parents with the activities for the week, important reminders, etc. Family Literacy began as well in order to make systemic changes to the community we serve. Our goal is to increase the overall importance of community partnerships by 5%.	Weekly messages continued this school year. It was a challenge to change from one parent communication platform to another in the middle of the school year but we were able to continue communicating with families. We were unable to offer Family Literacy this school year but we are continuing with plans for the following school year as restrictions have been starting to lift. 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?" 59% responded Extremely Important 29% responded Quite Important
Student Engagement	As we move forward, our goal is to improve student life by increasing student activities by 5%. Overall, students have a good sense of belonging but there is room for growth. Our goal is to increase student sense of belonging by 5%.	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 extra-curricular activities? 47% responded Extremely Important 41% responded Quite Important LCAP Teacher Survey, Spring 2022: On most days, how enthusiastic are the students about being at school?

Metric/Indicator	Expected Outcomes	Actual Outcomes
		17% responded Extremely Enthusiastic 33% responded Quite Enthusiastic LCAP Student Survey, Spring 2022: Overall, how much do you feel like you belong at your school? 26% Belong quite a bit 42% Completely belong

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Outreach A. Provide workshops to include parental participation in ELA, Math, technology B. Site-based parent training and student opportunities including a variety of parent engagement opportunities. (ie school programs, Chromebooks, PBIS, CCSS, digital citizenship). C. Parent center/ideas will be available to support parent communication (computer, printer, library access) D. All parents and staff will have leadership opportunities through advisory committees E. Parent support materials for parent outreach. F. Use of RAPTOR system	Parent Outreach A. This school year we did not provide workshops for parents however, we discussed ELA, Math, and technology through virtual meetings. B. Parent engagement opportunities were limited this school year due to the pandemic. C. Parents were unable to come into our library due to limited face to face and volunteer opportunities. D. We continued providing parents and staff leadership opportunities face to face or virtual as they year progressed. E. Parent outreach was a challenge this school year.	Parental Involvement Certificated Release Time 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 $1321.00	$

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G. Volunteer appreciation breakfast to show parent appreciation. H. Translator clerk typist to translate materials and parent meetings	F. Since volunteers were not on campus, RAPTOR was not used as much. G. Volunteers were not on campus this school year. H. All meetings and parent communication was translated for parents.		
Student Engagement A. Students compete in various sports B. Student/Parent Activities C. Weekly Band Class D. Student Council E. Engaging school assemblies, partnerships, and field trips	Student Engagement A. Students competed during lunch time sports and PE. B. Student/Parent activities were held virtually but we began opening up our campus the last trimester. C. Weekly Band class continued this school year. D. Student Council recorded messages for student body and organized spirit days. E. School assemblies were held virtually this school year.	Parent Involvement Classified Support (Hourly/Subs) includes Childcare (if funding permits) 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 $500 Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $500	$ $

Analysis

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

Parent involvement and outreach continues to be a key factor in student success. Communication takes place in English and Spanish and translation services are offered during parent/teacher meetings. Our office staff is also bilingual so they are able to support our parents and students. We communicate through Parent Square, social media, flyers, PeachJar, Remind and Class Dojo apps.

Student engagement has continued through in-classroom awards assemblies but we are hopeful we will be able to invite parent during the third trimester. Student Council continues to record messages for the student body letting them know of spirit days and important school news.

This year we continued with Friendship Club as students learned PBIS skills but also led school-wide activities. We also offered ELO programs for GATE, English learners, science, reading, etc. This was a great way to keep our students engaged while they continued to accelerate learning loss. This school year students also participated in 100 Mile Club, band and recorders.

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

Various student-led events continue to make a positive impact on student engagement. For example, Student Council, which is made up of 6th grade students, plan and communicate spirit days and school news through their announcements on our message broadcast. The announcements are also emailed to teachers so they can show the rest of the student body. Student Council members have served as peer mentors for younger students and they have helped with various school activities as well. Friendship Club membership continues to be popular. We had about 60 members in the club and 4 teachers who led the activities Friendship Club promoted. Activities consisted of kindness activities school-wide and outside picnics. Red Ribbon Week and College and Career Kick-off have also been successfull activities planned this school year.

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

As we plan for continued parent engagement, the expenditures will increase as a result. We will be planning literacy days during the school day for Kindergarten as well as literacy and math workshops after the school day. We will also continue with technology workshops for parents as they navigate technology with their students.

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.

Provide additional funds to engage families with ESSER one-time funds. Our collaborative team as well as School Site Council have provided feedback on parent activities. When schools embrace the language and cultures of our students and their families, we all benefit. Funds to support Family Literacy will also be needed to make systemic changes. Books and student literature related to culturally responsive teaching as we work to include our diverse students and families will also be included.

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	274,606
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	659,202.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	187,000	0.00
Title I Parent Involvement -- 3010 1902	2,431	0.00
Title I District -- 500 3010	76,807	0.00
Title III LEP -- 4203	8,368	0.00
LCFF Suppl/Conc -- 0707	178,060	0.00
LCFF District -- 500 0707	206,536	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	206,536.00
LCFF Suppl/Conc -- 0707	178,060.00
Title I Basic -- 3010	187,000.00
Title I District -- 500 3010	76,807.00
Title I Parent Involvement -- 3010 1902	2,431.00
Title III LEP -- 4203	8,368.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	313,318.00
2000-2999: Classified Personnel Salaries	321,788.00
4000-4999: Books And Supplies	22,385.00
5000-5999: Services And Other Operating Expenditures	1,711.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	76,807.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	129,729.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	6,000.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	156,937.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	15,123.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	153,704.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	27,231.00
4000-4999: Books And Supplies	Title I Basic -- 3010	6,065.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	76,807.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	720.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement -- 3010 1902	1,711.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	7,891.00
4000-4999: Books And Supplies	Title III LEP -- 4203	477.00

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
Hillary Moe	Classroom Teacher
Tina Carns	Classroom Teacher
Ilsa Crocker	Principal
Laura Ponce	Other School Staff
Christina Valles	Parent or Community Member
Laura Cardoso	Parent or Community Member
Leni Arias	Parent or Community Member
Elinali Santiago	Parent or Community Member
Greer Sheldon	Classroom Teacher
Jill Haynes (alternate)	Classroom Teacher
Perla Diaz-Morfin (alternate)	Classroom Teacher
Erika Lopez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).

At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/17/2022.

Attested:

	Principal, Ilsa Crocker on 5/17/2022
	SSC Chairperson, Tina Carns on 5/17/2022

Addendum

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

Instructions: Linked Table of Contents

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