

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**

Ina Arbuckle Elementary School

**Address**

3600 Packard Street  
Jurupa Valley, CA 92509-4519

**County-District-School (CDS) Code**

33 67090 6032171

**Principal**

Norma Arvayo

**District Name**

Jurupa Unified School District

**SPSA Revision Date**

April 20, 2022

**Schoolsite Council (SSC) Approval Date**

May 18, 2022

**Local Board Approval Date**

June 13, 2022

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

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# School Vision and Mission

The staff at Ina Arbuckle Elementary is dedicated to creating a safe and productive learning environment for all students, TK-6 grade, filled with positive school experiences to foster the love of learning and developing universal citizens.

We are committed to :

- Providing individualized academic programs for each student that best advocates for their present and future educational needs and goals.
- Providing differentiated instruction that allows access to rigorous standards-based curriculum, innovative use of technology, and the development of 21 century skills needed to be college and/or career ready, upon graduation.
- Creating a positive and productive learning environment that promotes social emotional skills and development by engaging students in activities that improve self-esteem; help students learn to interact in a positive manner with others, and utilize appropriate conflict resolution, anger management and decision-making strategies.
- Creating a safe, structured, well-defined instructional program that communicates high expectations, provides high levels of support and demonstrates staff unity in standing firmly together on standards of behavior, academic performance and ultimately the success of each and every student through AVID, STEAM, Lego Robotics, Digital Citizenship, Social Emotional Support with our Behavioral Therapists & Associates.

## School Profile

Describe The students and community and how school serves them.

### The Story

Ina Arbuckle Elementary School is one of seventeen TK-6 elementary schools in the Jurupa Unified School District, and is located in Jurupa Valley, CA. The population of our community is very mobile. The majority of our students live within walking distance of the school in apartments, mobile home parks, or rented homes, which contributes to a high transient rate.

Aiming high academically and socially is the vision for Ina Arbuckle Elementary School. Rigorous academic standards are aligned with materials, professional development, and assessments, to ensure student success with cognitive skills. At Ina Arbuckle Elementary School, instruction is driven by the Common Core State Standards and researched-based teaching strategies to promote the love of learning and goal setting for achievement via individual student determination. Students receive instruction designed to develop critical thinking, literacy, and appropriate behavior that is essential to a democratic society. Students are college and career ready as measured by demonstrated independence, assessment achievement, and appropriate behavior. Student readiness is accomplished through the development of strongly built content knowledge; solid communication skills across disciplines and varying audiences; diligent and precise understanding for critiquing; valued interpretation of evidence; the strategic use of technology and digital media; and the understanding of other perspectives and cultures.

All staff members are highly qualified and poses the required credentialing and certifications. The Jurupa Unified School District actively seeks out highly qualified teachers and paraprofessionals. The district and site also provide quality, ongoing staff development to ensure teachers and staff are effective teachers, paraprofessionals, and even parents are included in a myriad of trainings, which include, but are not limited to: G.A.T.E., Least Restrictive Environment, inclusion practices, Positive Behavior Intervention Support (PBIS), social emotional strategies, BSEL Committee, GATE, STEAM, and GLAD strategies through staff development trainings, ELD trainings, Classroom Management, Student Study Team (Tier I/II Interventions), Restorative Justice Practices, Technology Integration, AVID, STEAM, guided reading intervention, and School Safety training.

Ina Arbuckle's staff collaborates with parents examining program effectiveness, school safety, and learning opportunities to provide a supportive, exemplary learning environment for all students. An active three-way partnership among teachers, parents, and students is the cornerstone to Ina Arbuckle's determination that all students have the opportunity to succeed.

Ina Arbuckle Elementary School is located in one of several communities in the city of Jurupa Valley served by the Jurupa Unified School District, a district of approximately 20,500 students. Ethnic distribution is 91% Hispanic, 5% African American, 2% White (not Hispanic), and 2% other. Ina Arbuckle Elementary School is currently serving approximately 500 transitional kindergarten through sixth grade regular education students, 11 SDC Pre-K-1 students, 38 Head Start children and 35 Spectrum students. According to CBEDS data, 93% of Ina Arbuckle students receive free or reduced lunch and 55% of students are English learners.

Ina Arbuckle's school environment is rooted in intervention and support for students. Staff members help students and parents with academic, social, emotional, and other school and family issues. In 2020-2021, due to COVID-19 School Closure there was no CAASPP data, instead teachers gave local assessments from iStation, Read 180 and MDTP.

2021-22 Expected outcome: Based on local assessment data, student outcomes will be adjusted. New baseline will be set once students take the CAASPP in the 2021-2022 school year. PBIS & BSEL, Behavioral Social Emotional Learning Support Program, has been instituted. The program focuses in on three rules: 1) Be safe, 2) Be respectful, and 3) Be responsible. There are sixteen behavioral skills that support appropriate conduct: 1) accepting criticism or a consequences, 2) accepting "no" for an answer, 3) asking for help, 4) asking for permission, 5) disagreeing appropriately, 6) following instructions, 7) getting the attention of the teacher, 8) giving criticism, 9) listening, 10) making an apology, 11) minding your own business, 12) resisting peer pressure, 13) staying on task, 14) using appropriate voice tone, 15) waiting your turn, and 16) working with others. Social skills are systematically taught to give every student tools to be successful in academic and social settings. Teachers introduce skills at scheduled times. Teachers model the skills and students have opportunities to practice them. Site staff consistently enforce the skills and re-teach when necessary.

All students on the Ina Arbuckle campus have access to the core curriculum, including RSP, SDC, Speech, GATE, Spectrum, and LEP students. The curriculum is guided by the Common Core State Standards. These standards are 1) researched and evidence based, 2) aligned with college and career expectations; 3) rigorous, and 4) internationally benchmarked 5) STEAM ready. Differentiated instruction is provided through a variety of teaching strategies and learning patterns including, but not limited to, Marzano's Effective Strategies; focused instruction based upon Bloom's Taxonomy and Depth of Knowledge; small group and large group experiences; homogeneous and heterogeneous settings; academic task completion with various production methods; and opportunities that encourage the development of self-directed, in-depth inquiry. Instruction is focused on the five domains of learning: listening, speaking, reading, writing, and thinking.

Ina Arbuckle's English Language Arts Program reflects a balance between the skills and practice necessary to promote effective readers and writers. A literature base encourages personal reading while developing needed technical reading for college and career readiness. The Anchor Standards for College and Career Readiness have technology embedded in the teaching of reading and writing. Students research to build and present knowledge and to publish writing for authentic, real-world audiences. The program promotes an integration of reading, writing, speaking, listening and language through skill development and practice included in the Common Core English Language Arts and Literacy Standards. These standards include Reading Standards for Literature, Reading Standards for Informational Text, Reading Standards: Foundational Skills, Writing Standards, Speaking and Listening Standards, and Language Standards. These standards combined with assessment materials assist teachers in monitoring the progress of all students and adjusting teaching strategies and materials to ensure mastery of the standards.

Writing focuses on developing effective communication skills in the writer by applying knowledge of phonics, spelling, context, purpose, and grammatical/mechanical conventions. The core purposes and types of student writing are argumentative writing, informative/explanatory writing, and narrative writing. The Step-Up-to-Writing Program adopted by the Jurupa Unified School District during the 2003-2004 school year, scaffolds student experiences with a tangible writing structure. Vocabulary development focuses on the patterns of words enabling students to become better spellers and readers. Students develop a connection to the decoding and spelling of polysyllabic words through the micro-examination of one- and two- syllable words. High-frequency, commonly misspelled words are examined and applied to reading and writing. All students receive instruction from the district adopted materials as well as materials suggested in Units of Study.

Students receive mathematics instruction in the fundamental concepts of each domain of mathematics: Number Sense, Operations and Algebraic Thinking, Measurement and Data, and Geometry. Students develop computation skills, problem solving skills, mental arithmetic, and estimation as is presented in the adopted standards and supported by the district's mathematics adoption. The focus of instruction is upon students developing mathematical power. Students

learn and use skills and concepts within larger mathematical units and tasks that are frequently open-ended and have multiple solutions. Mathematical practices include making sense of problems and perseveringly in solving them; reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. These mathematical practices are connected to the standards for mathematical content. Standards for Mathematical Content balance procedure and understanding.

In social studies, students are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and long ago. Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a society and democratic institutions. Students receive instruction in life, earth, and physical science. Six major themes (energy, evolution, patterns and change, stability, systems and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed. Science instruction adheres to the Next Generation Science Standards (NGSS). These disciplines are supported by the Common Core State Standards ensuring literacy and mathematical understanding to better interpret the informational blitz created by today's technology.

Students are provided with age-appropriate physical education activities that focus on the development of basic movement skills, health, physical fitness, games, and sports. Integrated with physical training is the development of social skills that include self-discipline, wellness, self-control, self-image, leadership, cooperation, teamwork, and competition. The physical education standards provide the curricular frame for physical education. Each year fifth grade students participate in the Physical Fitness Test.

Student Study Team (SST) is a site-based, problem-solving group comprised of teachers, the school psychologist, the speech therapist, the resource specialist, and the principal. The mission of the SST is to assist teachers, administrators and school staff with researched-based intervention strategies to meet the academic and social-emotional behavioral needs of regular education students. SST collaborates to seek creative ways to maximize the use of available resources to support students and teachers. The SST has the potential to meet a broader range of student needs through professional collaboration; to employ researched-based procedures to resolve both academic and behavioral concerns; to provide structured support and assist teachers in varying instructional strategies; to assist teachers in developing and implementing positive behavioral supports to improve student behavior and class discipline; to reduce the number of inappropriate referrals for a Special Education evaluation; to identify for early intervention students who are at academic and/or behavioral risk; encourage attitude shifts from teaching to learning; to engage outside resources and foster positive relationships with parent and community partners; and to acknowledge a sense of teamwork and enhance professional development by sharing expertise.

Students meeting the criteria may be referred to special education programs that meet the Least Restrictive Environment guidelines. The Resource Specialist Program is designed to support students who need assistance less than 50% of the day. Those students requiring a special education program for more than 50% of the day are placed in a Special Day Classes. In each program, a credentialed specialist employs a myriad of researched-based strategies to increase student achievement while using the core adopted materials for language arts and/or mathematics. Trained paraprofessionals also assist with instruction. The Speech and Language Program supports students who have shown significant challenges in language development, voice, fluency and/or articulation.

The Ina Arbuckle GATE Program is centered within the classroom setting with the regular classroom teacher. Gifted students at Ina Arbuckle are clustered and there is not a GATE school in Jurupa Unified School District. Opportunities are provided for both GATE and high achievers. All GATE students receive core curriculum in their regular grade level classrooms, including differentiated curriculum that engages the academic and social/emotional development of the gifted learner.

English Learners are placed with authorized teachers. Students receive instruction through Structured English Immersion and teachers use SDAIE techniques providing differentiating instruction to address student levels and needs. Per Jurupa's Policy 6505, Regulation 6505, and Procedure 237, each English learner receives a program of instruction in English-language development in order to increase proficiency in English as rapidly and as effectively as possible. English learners are grouped together homogeneously, according to their ELD levels, to attend ELD. ELD lessons are designed to promote English learners' acquisition of listening, speaking, reading, and writing skills in the second language.

Parent Involvement is a priority. Ina Arbuckle works actively to increase parent participation as a strategy for increasing student achievement. The Parent Policy includes the following elements: an annual meeting of parents will be held to describe the school sites Title I program; opportunities to participate in the planning, review and improvement of the Title I program through DAC, DELAC, SSC, ELAC, and PTA; school communication about the Title I programs will be distributed in all the major languages spoken by the families of the students at the school; assessment information reflecting student academic progress will be shared with parents at parent teacher conferences in the fall; school leaders will determine who is responsible for the coordination of parent involvement activities at the site; training for meaningful parent involvement will be provided; appropriate roles for community organizations will be developed; and surveys will be conducted to assess needs and to evaluate the effectiveness of the parent involvement activities. Our parent involvement focus is based on the National Standards for Parent/Family Involvement: Parenting, Communicating, Volunteering, Learning and Home, Decision Making and Advocacy, Collaborating with Community, and Relationship Building.

The content of this school plan is aligned with Ina Arbuckle's goals for improving student achievement, Jurupa Unified School District Local Control Accountability Plan (LCAP), Academic Program Survey, and the Nine Essential Program Components: 1) Standards-aligned Instructional Materials, 2) Instructional Time, 3) Instructional Leadership, 4) Teacher Qualifications and Professional Development, 5) Student Achievement Monitoring System, 6) Instructional Assistance and Teacher Support, 7) Teacher Collaboration, 8) Pacing and Scheduling, and 9) Fiscal Support. School goals are based upon an analysis of verifiable state and federal data, including the Academic Performance Index, Annual Yearly Progress, the California English Language Development Test, and include local measures of pupil achievement.

## SPSA Highlights

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

The key features of this year's SPSA will be:

- \*Full time Behavior Therapist
- \*Full time Behavior Associate
- \*Part-Time SEL Support Interns
- \*Full time TSA
- \*SEL Lessons
- \*STEAM
- \*Lego Robotics
- \*AVID
- \*Primary Reading Intervention (grades 1-3)
- \*Guided Reading Intervention (grades 4-6)
- \*Math Support Teacher in grades (1-6)
- \*Inclusive practices to support Special Education Students and English Language Learners
- \*Restorative practices
- \*Peer Mediators
- \*Eliminating 1 BLT position due to drop in student enrollment and less funds allocated for 2022-23 school year.

We will have the Social Emotional and Academic support from our full time Behavior Therapist as well as the Academic support from our TSA at Ina Arbuckle. These specialists will work in collaboration with TK-6 grade teachers, students, parents, and community to help with re-engagement after COVID closures and coming back to in person instruction.



STEAM, Lego Robotics and Coding will be introduced to Ina Arbuckle students by our EMCC through Makerspace activities and lessons focusing on Science, Technology, Engineering, Art, and Mathematics. Ina student will be participating in hands on activities in grades TK-6 grade during their library time. Teachers will also participate in PDs to support STEAM activities in the classrooms. The library will have a new collection of 300+ STEAM books for students to check out and discover jobs that use STEAM in their day to day practice.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute trainings. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will be conducted in grades TK-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Ina Arbuckle site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

Primary intervention will continue to be implemented in grades First through Third. Additional resources, training, planning time, and support to administer assessments will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. One change taking place is the inclusion of bilingual tutors in the training, collaboration, and planning to reach this goal.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades Fourth through Sixth. Teachers in grades 4th - 6th will continue guided reading interventions. As in primary grades, bilingual tutors are being included in training, instructional support, collaboration, and planning.

Inclusive practices continue to be explored and implemented through the collaboration and planning of special education staff and grade level teachers. Changes to master calendars takes place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion.

English Language Learners will be supported with PD support from TSAs in Language Services and with the implementation of the new Ellevations Digital Platform as well as collaboration with our on site full time TSA and ELF.

Restorative practices, more supports and training will be provided to staff during PD meetings and discussed during collaborative grade level meetings.

## **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**

Ina Arbuckle has made steady progress in the areas of math over the last few years as shown by previous year's CAASPP results. The positive growth can be attributed to the emphasis on teaching math within the framework provided by the unit of studies, a resource designed to guide instruction to effectively address the common core standards. The focus will remain on ensuring our math program is being fully implemented including the various components: conducting math review, developing math fluency, computational skills, problem solving, conceptual understanding, and implementing common formative assessments. Our Math Support Teacher in collaboration with our Math Facilitator, has been a great support for our struggling students in grades 1-6. More Professional development support and resources was provided at staff meetings, grade level collaborations, and fish bowl observations. This year we used NWEA as well as UOS local

assessments to monitor student progress. Students continued to show moderate progress in Math skills and strategies. Students showed resilience in adopting to in person instruction.

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

Language Arts proficiency numbers fell according to NWEA, Read 180 and 2018-2019 state assessments results. To support language arts, effective intervention programs such as our primary reading program and guided reading approach as well as primary and upper Language Support Teachers, BLT and IA aides are supporting struggling readers and helping to address learning gaps and reading deficiencies. The need to focus on this area remains as the overall proficiency levels indicate that less than 30% of our students are attaining proficiency.

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 special education and ELL students showed the greatest disparities in their academic progress according to the 2018-2019 CAASPP data results as well as the local assessments in NWEA, UOS, & teacher assessments. The shift away from a pull-out approach towards emphasizing an inclusion approach will continue to provide these students greater and more consistent access to the core curriculum. Special education teachers will continue to collaborate closely in order to scaffold supports for these students. As a result, more training and supports will be provided to our staff on inclusion practices.

## 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

Targeted Support and Improvement

The key features of this year's SPSA will be:

- \*Full time Behavior Therapist
- \*Full time Behavior Associate
- \*Part-Time SEL Support Interns
- \*Full time TSA
- \*SEL Lessons
- \*STEAM
- \*Lego Robotics
- \*AVID
- \*Primary Reading Intervention (grades 1-3)
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- \*Math Support Teacher in grades (1-6)

\*Inclusive practices to support Special Education Students and English Language Learners

\*Restorative practices

\*Peer Mediators

\*Eliminating 1 BLT position due to drop in student enrollment and less funds allocated for 2022-23 school year.

We will have the Social Emotional and Academic support from our full time Behavior Therapist as well as the Academic support from our TSA at Ina Arbuckle. These specialists will work in collaboration with TK-6 grade teachers, students, parents, and community to help with re-engagement after COVID closures and coming back to in person instruction.

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The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute trainings. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will be conducted in grades TK-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Ina Arbuckle site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

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Inclusive practices continue to be explored and implemented through the collaboration and planning of special education staff and grade level teachers. Changes to master calendars takes place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion.

English Language Learners will be supported with PD support from TSAs in Language Services and with the implementation of the new Ellevations Digital Platform as well as collaboration with our on site full time TSA and ELF.

Restorative practices, more supports and training will be provided to staff during PD meetings and discussed during collaborative grade level meetings.

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.

Ina Arbuckle Elementary met CSI criteria based on State Indicators that reflected both Orange and Red indicators as follows: ELA-Yellow, Math-Red, Chronic Absenteeism-Orange, and Suspension-Yellow. Under ESSA requirements, the school's School Plan for Student Achievement is fully aligned with the district's LCAP plan. It includes the three goals of 1) College and Career Readiness, 2) Safe, Orderly and Inviting Environment, and 3) Parent and Student Engagement. In collaboration with district staff, we analyzed performance data on statewide assessments to identify areas of need and modification. In response to site level

practices under Goal 1.0 College and Career, we are reviewing and expanding current leaders to be trained in best educational practices to focus discussion and better prepare teachers to focus grade level meetings on student learning, best instructional strategies, formative assessment, rubrics, and collaborative conversations. In addition, the use of AVID three column notes to support math instruction will be focused. Under Goal 2.0 Safe and Orderly Environment, we will continue to implement restorative practices support Social and Emotional Learning and Behavior Modification. Under Goal 3.0 Parent and Student Engagement, we plan to provide more engaging workshops to support the implementation of AVID and our Digital Citizenship focus, and support our college and career awareness initiatives.

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with educational partners 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, meetings with the principal, 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

Ina Arbuckle Elementary seeks input from all educational partners (students, staff, parents and the community). We currently have 4-6th grade students serving on student council in which every aspect of the school is discussed and the students are asked to share their thoughts, opinions and input. Students have the opportunity each year to provide input via LCCF surveys. Staff also provide input by completing a similar survey. Staff can also provide input on school initiatives in staff meetings designated for such purposes. The leadership team meets monthly to discuss staff input. Parents share their input via a yearly LCFF survey, and are encouraged to attend Back to School Night, ELAC, SSC, PTA meetings, and parent workshops. In addition to site-level educational partners & the principal meet with district administrators to review and provide our annual evaluation, analysis of our outcome data, and budget review and modification for following year.

# 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	83	64	77
Grade 1	62	74	53
Grade 2	64	65	76
Grade3	74	68	65
Grade 4	74	73	69
Grade 5	70	79	72
Grade 6	77	74	78
<b>Total Enrollment</b>	504	497	490

### Conclusions based on this data:

1. Students need reengagement once they come back in the Fall after COVID Closures and virtual instruction. Over the past three years, our school is showing decreases in enrollment.
2. Demographics remains relatively unchanged with 90% Hispanic students and about 5% making up the African American student group.
3. The grade level with the highest enrollment was 6th grade in 2020-21.

# 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	265	243	212	52.6%	48.9%	43.3%
Fluent English Proficient (FEP)	72	99	93	14.3%	19.9%	19.0%
Reclassified Fluent English Proficient (RFEP)	16	46	9	5.8%	17.4%	3.7%

### Conclusions based on this data:

1. Students need reengagement once they come back in the Fall after COVID Closures and virtual instruction. Percentage of ELs has declined over the past three years.
2. The percentage of FEPs have increased slightly over the past three years.
3. The percentage of RFEPs has slightly decreased over the past three years.

# 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	81	73	66	81	72	0	81	72	0	100	98.6	0.0
Grade 4	74	76	70	73	76	0	73	76	0	98.6	100	0.0
Grade 5	75	74	72	74	71	0	73	71	0	98.7	95.9	0.0
Grade 6	76	78	75	74	76	0	74	76	0	97.4	97.4	0.0
All Grades	306	301	283	302	295	0	301	295	0	98.7	98	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2388.1	2353.2	N/A	9.88	2.78	N/A	18.52	11.11	N/A	32.10	25.00	N/A	39.51	61.11	N/A
Grade 4	2399.0	2407.0	N/A	4.11	3.95	N/A	12.33	14.47	N/A	17.81	21.05	N/A	65.75	60.53	N/A
Grade 5	2455.2	2439.1	N/A	4.11	7.04	N/A	24.66	9.86	N/A	28.77	26.76	N/A	42.47	56.34	N/A
Grade 6	2470.7	2466.5	N/A	4.05	3.95	N/A	21.62	17.11	N/A	27.03	26.32	N/A	47.30	52.63	N/A
All Grades	N/A	N/A	N/A	5.65	4.41	N/A	19.27	13.22	N/A	26.58	24.75	N/A	48.50	57.63	N/A

### 2019-20 Data:

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

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	13.58	9.72	0	46.91	36.11	0	39.51	54.17	0
<b>Grade 4</b>	6.85	6.58	0	41.10	46.05	0	52.05	47.37	0
<b>Grade 5</b>	6.85	7.04	0	50.68	46.48	0	42.47	46.48	0
<b>Grade 6</b>	9.46	7.89	0	35.14	28.95	0	55.41	63.16	0
<b>All Grades</b>	9.30	7.80	0	43.52	39.32	0	47.18	52.88	0

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.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	9.88	1.39	0	45.68	36.11	0	44.44	62.50	0
<b>Grade 4</b>	5.48	5.26	0	32.88	46.05	0	61.64	48.68	0
<b>Grade 5</b>	13.70	8.45	0	52.05	45.07	0	34.25	46.48	0
<b>Grade 6</b>	6.76	9.21	0	40.54	39.47	0	52.70	51.32	0
<b>All Grades</b>	8.97	6.10	0	42.86	41.69	0	48.17	52.20	0

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	3.70	5.56	0	72.84	61.11	0	23.46	33.33	0
Grade 4	5.48	5.26	0	60.27	64.47	0	34.25	30.26	0
Grade 5	6.85	5.63	0	54.79	56.34	0	38.36	38.03	0
Grade 6	6.76	11.84	0	58.11	53.95	0	35.14	34.21	0
All Grades	5.65	7.12	0	61.79	58.98	0	32.56	33.90	0

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.35	4.17	0	53.09	37.50	0	34.57	58.33	0
Grade 4	6.85	2.63	0	46.58	48.68	0	46.58	48.68	0
Grade 5	15.07	8.45	0	46.58	43.66	0	38.36	47.89	0
Grade 6	18.92	13.16	0	44.59	40.79	0	36.49	46.05	0
All Grades	13.29	7.12	0	47.84	42.71	0	38.87	50.17	0

2019-20 Data:

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

**Conclusions based on this data:**

1. Students need reengagement once they come back in the Fall after COVID Closures and virtual instruction. Students need frequent opportunities to write across a variety of disciplines.
2. Writing instruction must explicitly teach the writing process (graphic organizers for brainstorming and outlining, editing and revising of work, and publishing writing for authentic audiences).
3. Students require more exposure to non-fiction and complex texts in order to increase reading comprehension skills. Instruction must include opportunities for close reading strategies and text-dependent questions.

# 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	80	73	66	80	73	0	80	73	0	100	100	0.0
Grade 4	74	76	70	73	76	0	73	75	0	98.6	100	0.0
Grade 5	75	74	72	75	73	0	75	73	0	100	98.6	0.0
Grade 6	76	78	75	76	77	0	76	77	0	100	98.7	0.0
All Grades	305	301	283	304	299	0	304	298	0	99.7	99.3	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2389.5	2381.5	0	5.00	2.74	0	23.75	20.55	0	23.75	19.18	0	47.50	57.53	0
Grade 4	2405.2	2415.0	0	2.74	0.00	0	8.22	13.33	0	34.25	30.67	0	54.79	56.00	0
Grade 5	2444.5	2442.0	0	1.33	5.48	0	8.00	4.11	0	30.67	35.62	0	60.00	54.79	0
Grade 6	2446.2	2461.2	0	5.26	5.19	0	11.84	9.09	0	15.79	28.57	0	67.11	57.14	0
All Grades	N/A	N/A	N/A	3.62	3.36	0	13.16	11.74	0	25.99	28.52	0	57.24	56.38	0

### 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.

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	17.50	5.48	0	31.25	35.62	0	51.25	58.90	0
<b>Grade 4</b>	5.48	4.00	0	19.18	24.00	0	75.34	72.00	0
<b>Grade 5</b>	4.00	5.48	0	30.67	28.77	0	65.33	65.75	0
<b>Grade 6</b>	9.21	6.49	0	17.11	31.17	0	73.68	62.34	0
<b>Grade 7</b>						0			
<b>All Grades</b>	9.21	5.37	0	24.67	29.87	0	66.12	64.77	0

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.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	12.50	9.59	0	37.50	41.10	0	50.00	49.32	0
<b>Grade 4</b>	5.48	4.00	0	28.77	42.67	0	65.75	53.33	0
<b>Grade 5</b>	4.00	4.11	0	41.33	34.25	0	54.67	61.64	0
<b>Grade 6</b>	5.26	3.90	0	35.53	37.66	0	59.21	58.44	0
<b>All Grades</b>	6.91	5.37	0	35.86	38.93	0	57.24	55.70	0

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.00	10.96	0	52.50	38.36	0	37.50	50.68	0
Grade 4	4.11	4.00	0	34.25	41.33	0	61.64	54.67	0
Grade 5	0.00	5.48	0	49.33	39.73	0	50.67	54.79	0
Grade 6	10.53	5.19	0	18.42	41.56	0	71.05	53.25	0
All Grades	6.25	6.38	0	38.82	40.27	0	54.93	53.36	0

2019-20 Data:

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

**Conclusions based on this data:**

1. Students need reengagement once they come back in the Fall after COVID Closures and virtual instruction. Students need opportunities to reflect and analyze problem solving strategies, both verbally and in writing.
2. Instruction must include opportunities for Math Review to spiral and review previous standards for content mastery.
3. Students require more access to technology in order to develop keyboarding skills, mouse manipulation, and production of diagrams and models within the testing software interface.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1424.9	1395.3	1396.1	1433.6	1401.5	1411.9	1404.5	1380.6	1359.0	49	50	35
<b>1</b>	1444.2	1444.9	1416.7	1430.0	1458.1	1445.3	1458.0	1431.1	1387.4	33	35	27
<b>2</b>	1471.4	1451.1	1455.7	1467.7	1452.3	1457.1	1474.4	1449.4	1453.9	50	28	43
<b>3</b>	1482.4	1472.1	1467.2	1470.6	1468.4	1461.8	1493.7	1475.2	1472.0	38	31	37
<b>4</b>	1491.9	1500.0	1462.2	1480.0	1489.8	1454.0	1503.2	1509.6	1470.0	42	28	25
<b>5</b>	1524.7	1509.3	1477.3	1510.9	1496.0	1467.3	1538.0	1522.1	1486.9	30	38	27
<b>6</b>	1526.1	1522.4	1504.3	1515.6	1511.0	1492.7	1536.0	1533.1	1515.5	36	25	24
<b>All Grades</b>										278	235	218

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
<b>K</b>	*	2.00	2.86	44.90	42.00	25.71	28.57	40.00	45.71	*	16.00	25.71	49	50	35
<b>1</b>	*	5.71	0.00	*	37.14	25.93	*	45.71	29.63	*	11.43	44.44	33	35	27
<b>2</b>	28.00	0.00	2.33	50.00	28.57	32.56	22.00	57.14	48.84	*	14.29	16.28	50	28	43
<b>3</b>	*	9.68	2.70	31.58	22.58	24.32	42.11	45.16	43.24	*	22.58	29.73	38	31	37
<b>4</b>	*	7.14	0.00	57.14	53.57	8.00	*	32.14	56.00	*	7.14	36.00	42	28	25
<b>5</b>	36.67	7.89	0.00	40.00	55.26	19.23	*	31.58	50.00	*	5.26	30.77	30	38	26
<b>6</b>	*	8.00	12.50	52.78	60.00	33.33	*	20.00	33.33	*	12.00	20.83	36	25	24
<b>All Grades</b>	19.42	5.53	2.76	43.88	42.55	24.88	26.26	39.15	44.24	10.43	12.77	28.11	278	235	217

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	36.73	8.00	5.71	42.86	40.00	40.00	*	36.00	34.29	*	16.00	20.00	49	50	35
<b>1</b>	*	17.14	11.11	*	45.71	37.04	*	31.43	33.33	*	5.71	18.52	33	35	27
<b>2</b>	34.00	14.29	6.98	46.00	25.00	34.88	*	46.43	51.16	*	14.29	6.98	50	28	43
<b>3</b>	*	19.35	10.81	42.11	25.81	43.24	36.84	32.26	24.32	*	22.58	21.62	38	31	37
<b>4</b>	*	21.43	4.00	50.00	53.57	36.00	*	21.43	32.00	*	3.57	28.00	42	28	25
<b>5</b>	50.00	21.05	3.85	*	57.89	42.31	*	15.79	38.46	*	5.26	15.38	30	38	26
<b>6</b>	41.67	40.00	12.50	44.44	40.00	41.67	*	12.00	25.00	*	8.00	20.83	36	25	24
<b>All Grades</b>	31.65	18.72	7.83	41.37	41.70	39.17	17.99	28.51	35.02	8.99	11.06	17.97	278	235	217

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	6.00	2.86	26.53	32.00	0.00	44.90	48.00	57.14	*	14.00	40.00	49	50	35
<b>1</b>	33.33	2.86	0.00	*	25.71	11.11	*	45.71	25.93	*	25.71	62.96	33	35	27
<b>2</b>	*	0.00	0.00	42.00	17.86	27.91	26.00	50.00	39.53	*	32.14	32.56	50	28	43
<b>3</b>		3.23	0.00	*	6.45	16.22	52.63	54.84	40.54	*	35.48	43.24	38	31	37
<b>4</b>	*	3.57	0.00	35.71	25.00	8.00	35.71	53.57	36.00	26.19	17.86	56.00	42	28	25
<b>5</b>	*	2.63	0.00	40.00	21.05	0.00	*	65.79	53.85	*	10.53	46.15	30	38	26
<b>6</b>	*	4.00	4.17	*	32.00	8.33	41.67	48.00	54.17	*	16.00	33.33	36	25	24
<b>All Grades</b>	15.47	3.40	0.92	30.94	23.40	11.52	34.53	52.34	43.78	19.06	20.85	43.78	278	235	217

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
<b>K</b>	63.27	8.00	5.71	28.57	72.00	80.00	*	20.00	14.29	49	50	35
<b>1</b>	63.64	48.57	22.22	*	45.71	66.67	*	5.71	11.11	33	35	27
<b>2</b>	60.00	17.86	6.98	38.00	71.43	72.09	*	10.71	20.93	50	28	43
<b>3</b>	*	12.90	8.11	68.42	51.61	70.27	*	35.48	21.62	38	31	37
<b>4</b>	40.48	17.86	0.00	47.62	67.86	76.00	*	14.29	24.00	42	28	25
<b>5</b>	53.33	10.53	0.00	43.33	81.58	80.77	*	7.89	19.23	30	38	26
<b>6</b>	38.89	16.00	16.67	61.11	72.00	54.17		12.00	29.17	36	25	24
<b>All Grades</b>	48.92	18.30	8.29	43.88	66.38	71.89	7.19	15.32	19.82	278	235	217

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
<b>K</b>	26.53	8.00	8.57	63.27	70.00	54.29	*	22.00	37.14	49	50	35
<b>1</b>	*	5.71	11.11	36.36	82.86	66.67	60.61	11.43	22.22	33	35	27
<b>2</b>	24.00	10.71	9.30	72.00	67.86	83.72	*	21.43	6.98	50	28	43
<b>3</b>	*	32.26	10.81	57.89	51.61	64.86	*	16.13	24.32	38	31	37
<b>4</b>	*	32.14	16.00	69.05	64.29	56.00	*	3.57	28.00	42	28	25
<b>5</b>	50.00	47.37	34.62	43.33	39.47	34.62	*	13.16	30.77	30	38	26
<b>6</b>	47.22	32.00	33.33	44.44	60.00	50.00	*	8.00	16.67	36	25	24
<b>All Grades</b>	26.62	22.98	16.13	57.19	62.55	60.83	16.19	14.47	23.04	278	235	217

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	0.00	73.47	84.00	68.57	*	16.00	31.43	49	50	35
<b>1</b>	33.33	8.57	3.70	39.39	57.14	22.22	*	34.29	74.07	33	35	27
<b>2</b>	34.00	0.00	6.98	42.00	64.29	62.79	24.00	35.71	30.23	50	28	43
<b>3</b>	*	3.23	0.00	52.63	25.81	45.95	44.74	70.97	54.05	38	31	37
<b>4</b>	*	3.57	0.00	66.67	57.14	32.00	30.95	39.29	68.00	42	28	25
<b>5</b>	*	7.89	0.00	53.33	78.95	53.85	*	13.16	46.15	30	38	26
<b>6</b>	*	8.00	8.33	44.44	40.00	20.83	47.22	52.00	70.83	36	25	24
<b>All Grades</b>	17.27	4.26	2.76	53.96	61.28	46.54	28.78	34.47	50.69	278	235	217

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
<b>K</b>	36.73	38.00	2.86	48.98	46.00	40.00	*	16.00	57.14	49	50	35
<b>1</b>	*	2.86	0.00	54.55	71.43	48.15	*	25.71	51.85	33	35	27
<b>2</b>	24.00	0.00	4.65	74.00	67.86	53.49	*	32.14	41.86	50	28	43
<b>3</b>	*	3.23	2.70	81.58	77.42	62.16	*	19.35	35.14	38	31	37
<b>4</b>	*	14.29	0.00	66.67	78.57	72.00	*	7.14	28.00	42	28	25
<b>5</b>	60.00	10.53	3.85	*	86.84	80.77	*	2.63	15.38	30	38	26
<b>6</b>	*	24.00	12.50	83.33	72.00	75.00	*	4.00	12.50	36	25	24
<b>All Grades</b>	25.18	14.89	3.69	63.67	69.79	59.91	11.15	15.32	36.41	278	235	217

2019-20 Data:

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

**Conclusions based on this data:**

1. Students need reengagement once they come back in the Fall after COVID Closures and virtual instruction.
2. The percentage of "well developed" in the ELPAC overall results grew from 8% from 2018-2019 - to 12.5% in 2020-2021.
3. The overall numbers of EL students fell from 235 in 2018-2019 to 217 2020-2021.

# 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
490	96.9	43.3	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	212	43.3
Foster Youth	3	0.6
Homeless	4	0.8
Socioeconomically Disadvantaged	475	96.9
Students with Disabilities	40	8.2

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	20	4.1
American Indian or Alaska Native	0	0
Asian	2	0.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	0	0
Hispanic	451	92.0
Two or More Races	7	1.4
Native Hawaiian or Pacific Islander	1	0.2
White	5	1.0

**Conclusions based on this data:**

1. Students need reengagement once they come back in the Fall after COVID Closures and virtual instruction. English learners make up slightly over half of our student population.
2. 94%, the majority of our student population are socioeconomically disadvantaged.
3. After Hispanic students with 91.3%, our African-American students represent the next significant ethnicity group with 4%.

# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

##### Mathematics



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Green

#### Conditions & Climate

##### Suspension Rate



Blue

#### Conclusions based on this data:

1. Students need reengagement once they come back in the Fall after COVID Closures . Classroom instruction would benefit from further incorporation of integrated and designated ELD instruction techniques and strategies to support ELA performance.

2. Math instruction must include opportunities for Math Review to spiral and review previous standards for content mastery. Students need opportunities to reflect and analyze problem solving strategies, both verbally and in writing.
3. A continued focus on restorative practices, PBIS/BSEL, and other interventions will take place to support students' social emotional learning, positive student behavior outcomes, and school climate and safety.



# School and Student Performance Data

## Academic Performance English Language Arts

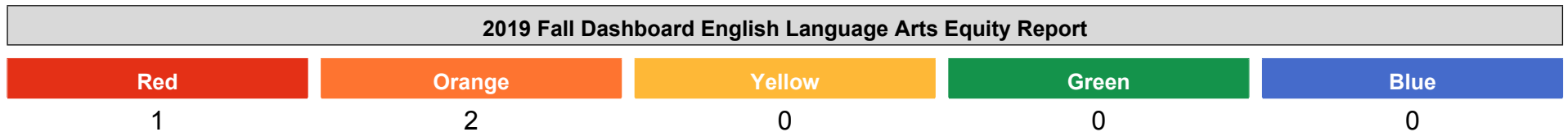
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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




This section provides number of student groups in each color.



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

**2019 Fall Dashboard English Language Arts Performance for All Students/Student Group**

**All Students**


  
 Orange

66.3 points below standard

Declined -13.6 points

277

**English Learners**


  
 Red

72.5 points below standard

Declined Significantly -17.7 points


182

**Foster Youth**

  
 No Performance Color

0 Students


**Homeless**

  
 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3

**Socioeconomically Disadvantaged**


  
 Orange

65.5 points below standard

Declined -12.6 points

263

**Students with Disabilities**









  
 No Performance Color

130.1 points below standard

Declined -4.4 points

20

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 75.8 points below standard Declined -5 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 65.5 points below standard Declined -13 points 251	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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
106.8 points below standard Declined Significantly -16.4 points 106	24.6 points below standard Declined Significantly -29 points 76	68.7 points below standard Declined -8.1 points 78

**Conclusions based on this data:**

1. Students need reengagement once they come back in the Fall after COVID Closures . Students need continued support in early literacy in K-3 and reading interventions need to be better tailored to support 4-6 grade students.
2. Professional development in writing strategies will enhance writing instruction.

3. Students require frequent opportunities to practice and apply academic language and vocabulary.

# School and Student Performance Data

## Academic Performance Mathematics

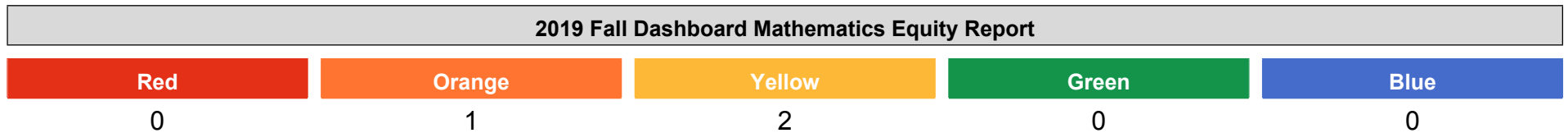
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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








This section provides number of student groups in each color.









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

**2019 Fall Dashboard Mathematics Performance for All Students/Student Group**

All Students	English Learners	Foster Youth
 Yellow 72.7 points below standard Increased ++3.2 points 276	 Orange 78 points below standard Maintained ++0.7 points 181	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 71.3 points below standard Increased ++4.7 points 262	 No Performance Color 130.4 points below standard Increased Significantly ++25.6 points 20

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 96.8 points below standard Maintained ++1 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 70.9 points below standard Increased ++6 points 250	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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
111.8 points below standard Declined -3.1 points 105	31.4 points below standard Maintained -2.1 points 76	73.1 points below standard Increased ++7.2 points 78

**Conclusions based on this data:**

1. Students need reengagement once they come back in the Fall after COVID Closures . Students need opportunities to reflect and analyze problem solving strategies, both verbally and in writing.
2. Instruction must include opportunities for Math Review to spiral and review previous standards for content mastery.

3. Students require more access to technology in order to develop keyboarding skills, mouse manipulation, and production of diagrams and models within the testing software interface.



# School and Student Performance Data

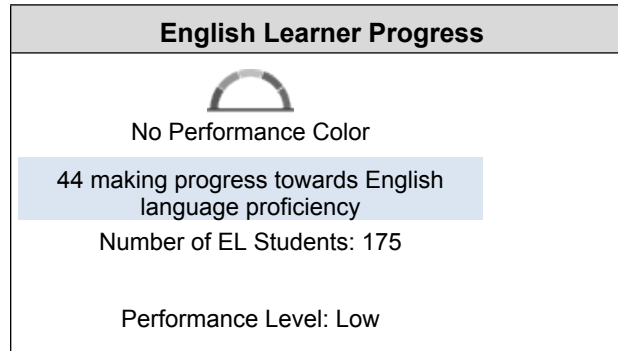
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.1	34.8	1.1	42.8

#### Conclusions based on this data:

- Classroom instruction would continue to benefit from further incorporation of integrated and designated ELD instruction techniques and strategies, more this school year due to COVID and virtual learning. Students need reengagement once they come back in the Fall after COVID Closures .
- Students require frequent opportunities to practice and apply academic language and vocabulary, this will be enhanced by the use of Ellevations digital platform and our full time TSA.

3. Ongoing professional development is needed for teachers and Bilingual Language Tutors to support ELL students meet the new, rigorous demands, in the Fall with a full time TSA ongoing PD will help to support teachers and creating strategic ELD lessons. The use of Ellevation digital platform will also create greater access for strategic ELD lessons according to students ELD levels.

# 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



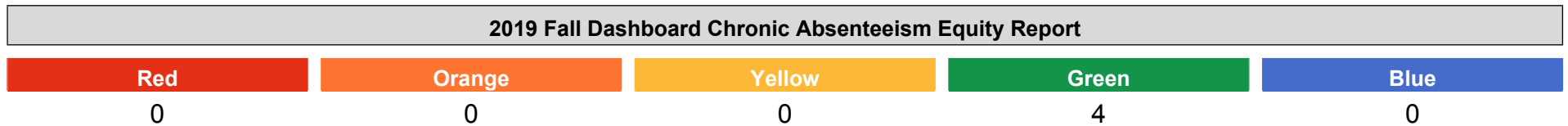
Green



Blue


Highest Performance


This section provides number of student groups in each color.





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**


<b>All Students</b>
 Green
9.3
Declined Significantly -3.5
548

<b>English Learners</b>
 Green
5.3
Declined Significantly -3.6
285









<b>Foster Youth</b>
 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy
3

<b>Homeless</b>
 No Performance Color
58.3
Increased +18.3
12

<b>Socioeconomically Disadvantaged</b>
 Green
9.6
Declined Significantly -3.2
513

<b>Students with Disabilities</b>
 Green
8.7
Declined -1.3
46

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 Increased +2.8 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.2 Declined Significantly -4 498	 No Performance Color 45.5 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 7.7 Declined -0.6 13

**Conclusions based on this data:**

1. The percent of chronically absent in most student groups categories declined more this school year due to COVID. Students need reengagement once they come back in the Fall after COVID Closures .
2. The percentages for chronically absent for all student groups is above 5%.
3. The socio-economically disadvantaged group had the highest percentage of chronically absent students more this school year due to COVID .

# School and Student Performance Data

## Conditions & Climate Suspension Rate

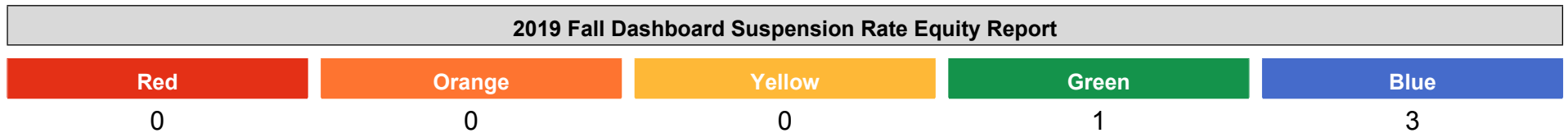
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:

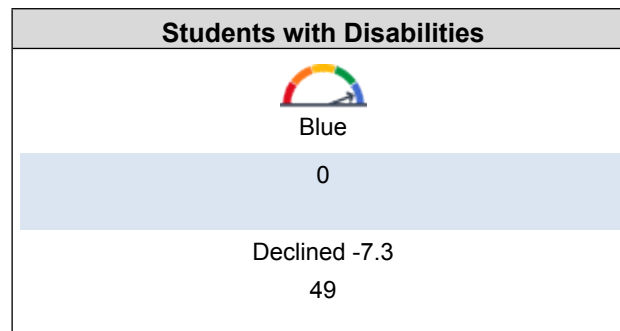
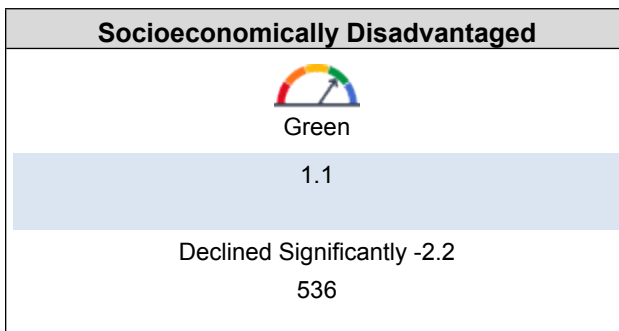
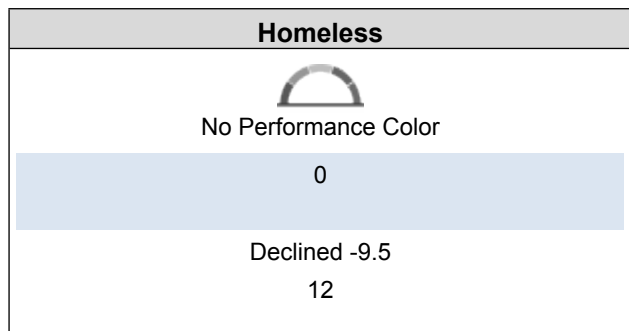
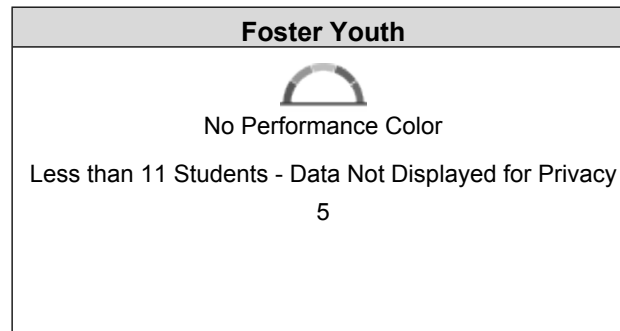
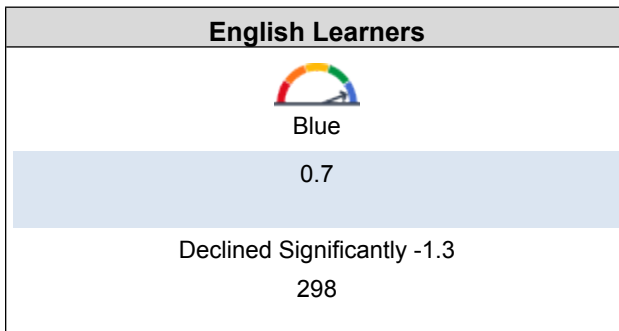
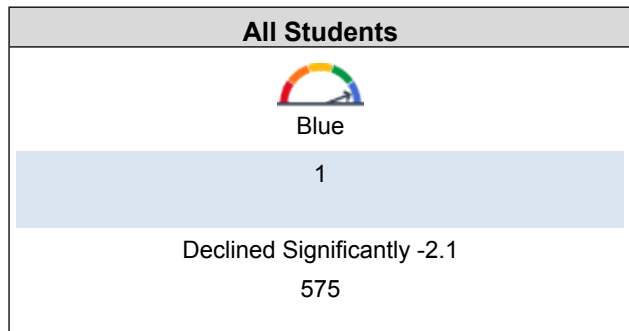


This section provides number of student groups in each color.










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

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 4.2 Increased +0.8 24	 No Performance Color Less than 11 Students - Data Not 1	 No Performance Color Less than 11 Students - Data Not 2	 No Performance Color Less than 11 Students - Data Not 1
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1 Declined Significantly -2.2 523	 No Performance Color 0 Declined -6.7 11		 No Performance Color 0 Maintained 0 13

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	3.2	1

**Conclusions based on this data:**

1. BSEL/PBIS & restorative practices will continue to support positive student behavior outcomes and school climate and safety more in the Fall re-engagement efforts due to COVID .
2. Student incentives and activities can increase and vary in order to minimize behavior problems and increase student engagement in school.
3. Professional development on social emotional learning approaches and strategies will help improve student engagement in learning and minimize negative student behaviors. BSEL committee created a digital platform for SEL lessons to increase student involvement and to deal with their emotions as well as the first 15 min. SEL time in each class before academic work.



# Goals, Strategies, & Proposed Expenditures

## Goal 1.0

College and Career Readiness

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:        P2

### Identified Need from the Annual Evaluation and Needs Assessment:

Analysis reflects that a decline in ELA according to the California Dashboard data released in the Fall 2019. For math, growth occurred school wide and in most sub groups to reflect band movement on the California Dashboard. This data indicates a need to continue a commitment to refine and deepen current practices regarding college and career readiness. Such practices include, expanding and refining Best Practices for grades K-6, AVID strategies and implementation, Primary Intervention for reading foundational practices, Guided reading small group support in upper grades, Inclusive practices school wide as well as Math Support from our MST.

Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute trainings. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Ina Arbuckle site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and individualized student academic goals.

Primary intervention will continue to be implemented in grades first through third. Additional resources, training, planning time, and support to administer assessments will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades four through six. Additional training was being provided to grade 5-6 this year to successfully implement guided reading practices to accomplish this goal. Additional guided reading materials were provided than was originally planned through the use of district print shop. As in primary grades, bilingual tutors were included in training, instructional support, collaboration, and planning.

Inclusive practices continue to be explored and implemented through the collaboration and planning of special education staff and grade level teachers. Changes to master calendars takes place to support these efforts. Administration and Special Education staff receive additional professional development to support inclusion. Changes have also been made to the instructional materials and lessons provided to students with special needs to address the struggles this

population has experienced with state CAASPP testing in grades 3-6. This change is reflected in the shift from the LANGUAGE! curriculum to the usage of iStation, guided reading, and district developed Units of Study. The SST team works closely with teachers to ensure that students are given the best first instruction and interventions in the classroom prior to a change of placement to a special education setting. Intervention teachers, the school psychologist, and the speech pathologist are part of this team and are essential when identifying additional support systems for given students. The behavior and social emotional learning (B-SEL) coach and administrative designee provides support for those students who are in need of social skills awareness. Restorative circles are integrated with interventions to support students in all classrooms.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments - CAASPP ELA	CAASPP ELA Actual Progress, Fall 2019 School: -67.1 points below standard SED: -131.6 points below standard EL: -72.9 points below standard SWD: - 121.9 points below standard Hisp: -66.3 points below standard	Due to suspension of the 2020 & 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported in the Fall 2022 Dashboard.
P4 Statewide Assessments - CAASPP MATH	CAASPP Math Actual Progress, Fall 2019 School: -72.7 points below standard SED: -71.3 points below standard EL: -78 points below standard SWD:-130.4 points below standard Hisp: -70.9 points below standard	Due to suspension of the 2020 & 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported in the Fall 2022 Dashboard.
P4 Statewide Assessments - ELPAC Data	2020-2021 ELPAC dashboard data:  7.97% Proficient 12.10% Level 1 (Minimally Developed) 48.15% Level 2 (Somewhat Developed) 30.77% Level 3 (Moderately Developed) 9.97% Level 4 (Well Developed)	Expected Outcome for 2022-2023: 10% of EL students will be Proficient as indicated on the ELPAC Level 3 and Level 4 will have an increased while Level 1 and Level 2 will have a decreased.
P4: English Learner Reclassification Rate as reported on 2020-2021 Data Quest	Data Quest 2020-2021 data  10% Fluent English Proficient Students	Expected Outcome for 2022-2023: 10% of EL students will be classified as Fluent English Proficient as indicated on the ELPAC
P8 Other Student Outcomes - NWEA ELA	Spring 2021-2022 NWEA ELA Data:  K 18% students scored average to high average 1st 19% students scored average to high average 2nd 30% students scored average to high average 3rd 12% students scored average to high average	Expected Outcome for 2022-2023: Students K-6 grade will grown and average of 5-8% .

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th 16 % students scored average to high average 5th 10% students scored average to high average 6th 15% students scored average to high average	
P8 Other Student Outcomes -NWEA Math	Spring 2021-2022 NWEA Math Data:  K 45% students scored average to high average 1st 11% students scored average to high average 2nd 11% students scored average to high average 3rd 10% students scored average to high average 4th 13% students scored average to high average 5th 7% students scored average to high average 6th 12% students scored average to high average	Expected Outcome for 2022-2023: Students K-6 grade will grown and average of 5-10%.
MDTP (6th Grade Only)	Spring 2022: 19% of the 6th graders scored Advanced 20% of the 6th graders scored Proficient 33% of the 6th graders scored Basic 28% of the 6th graders scored Below Basic	Expected Outcomes for 2022-2023: 6 grade will grown and average of 5-10%.
Reading Inventory (6th Grade Only)	Spring 2022: 12% of the 6th graders scored Advanced 15% of the 6th graders scored Proficient 38% of the 6th graders scored Basic 35% of the 6th graders scored Below Basic	Expected Outcomes for 2022-2023: 6 grade will grown and average of 5-10%.

## Planned Strategies/Activities

### Action 1.1

1.1 CSS & NGSS Implementation

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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<p>A. ELA/Math CSS &amp; NGSS implementation professional development. Instructional coaches, NGSS coordinators, math facilitators, Math Support Teacher, UOS writers, and when necessary outside consultants, will support implementation plan.</p>	<p>X All Students</p>	<p>Salary, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$66,539</p>
<p>B. Professional development to support the district digital gateway initiative (technology, 1:1 Chromebook for K-6), Common Sense Media, Digital Citizenship and distance learning. Site initiatives will be developed by leadership throughout the year.</p>		<p>Substitute, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,000</p>
<p>C. Principal will coordinate &amp; monitor all professional development and instruction. Staff surveys and classroom observations will determine site needs for training.</p>		<p>Copy Machine Maintenance Contract &amp; Supplies (Daisy cartridges, etc.) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010</p>
<p>D. ELA/Math UOS lessons</p>		<p>\$2,800</p>
<p>E. Units of study and site developed common assessments to monitor student progress and achievement.</p>		<p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures</p>
<p>F. Teacher data collaboration meetings using on-line student data management systems to monitor &amp; analyze formative &amp; summative assessments. Disaggregated data will be used to drive/adjust instruction.</p>		<p>Title I Basic -- 3010 \$4,500</p>
<p>G. Media Clerk coordinates materials &amp; provide technology support.</p>		<p>Contract Services for Laminator 5000-5999: Services And Other Operating Expenditures</p>
<p>H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. for ELA/ELD/Math/science(NGSS)/intervention to support EL/SDC/RSP/GATE students. Examples: copy machines, printing, calculators, novels, leveled readers, manipulatives, software, and informational texts, etc.</p>		<p>Title I Basic -- 3010 \$480</p>
<p>I. GATE facilitator administers assessments to identify GATE students and coordinates activities/events that enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.</p>		<p>Materials &amp; supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>
<p>J. Band and string instruments classes for 4-6 grade students each week.</p>		<p>\$41,147</p>
<p>K. Science Fair Coordinator-release days to support planning, coordination, activities for the science fair.</p>		<p>Materials &amp; supplies 4000-4999: Books And Supplies Title I Basic -- 3010</p>
<p>L. Promote college and career readiness culture via incentives and student council. Funding will also support release days for teachers to plan &amp; coordinate CC activities and career day event.</p>		<p>\$1,147</p>
		<p>Print Shop Orders 5000-5999: Services And Other Operating Expenditures</p>
		<p>Title I Basic -- 3010 \$1,205</p>
	<p>Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>	
	<p>\$1,000</p>	

M. Extra Clerk Hours to support school events/needs throughout the school year.

N. Science camp for 6th grade students if grants are available to support over 80% of total costs.

Science Camp Partial Funding  
5000-5999: Services And Other Operating Expenditures  
Title I Basic -- 3010  
\$0

## Action 1.2

### 1.2 Interventions

X

Modified Action

#### Planned Actions/Services

#### Students to be served

#### Budget and Source

A. 1-6 grade students two levels or more below grade level in reading participate in upper grade intensive guided reading intervention. Students are identified for this program using different data results and assessments. A reading intervention teacher will be dedicated to supporting this program in grades 4-6.

X All Students

Hourly, Tchr  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$200

B. K-6 use NWEA to monitor and assess reading foundational skills. NWEA & Ellevation, Collaboration focuses on intervention strategies. A reading intervention teacher is dedicated to supporting the early literacy intervention for grades 1-3 students in reading fluency and phonemic awareness.

Hourly, Tchr  
1000-1999: Certificated Personnel Salaries  
Title I Basic -- 3010  
\$1,000

C. Professional development to support intervention program. District coach will provide on-site literacy support for teachers in grades K-6.

Literacy Support Teacher  
1000-1999: Certificated Personnel Salaries  
Title I District -- 500 3010  
\$71,649

D. SPED students receive support via special education program using pull-out and inclusion methods. Professional development and release time will be provided to support inclusion program.

Literacy Support Teacher  
1000-1999: Certificated Personnel Salaries  
LCFF District -- 500 0707  
\$71,649

E. In response to ELA/math data, Extended Learning Opportunities (ELO) may be provided to support students.

Literacy Support Teacher  
1000-1999: Certificated Personnel Salaries  
Title I Basic -- 3010

F. GATE enrichment activities/lessons provided to students/parents periodically during the year.

\$109,372

## Action 1.3

### 1.3 ELD

X

New Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. 30 minutes of designated ELD instruction in TK-6.</p> <p>B. Integrated EL support (i.e. SDAIE strategies) over multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels. Common designated ELD times per grade level provides flexibility to respond to student needs.</p> <p>E. Teachers monitor and evaluate EL levels using multiple measures including ELPAC.</p> <p>F. Bilingual language tutors support EL students by providing lesson reinforcement in both English and Spanish.</p> <p>G. Professional development to support ELs/ELD program.</p> <p>H. Full time TSA as of Fall 2022 to support teachers in Curriculum and instruction for ELD support.</p>	<p><u>X</u> Other student group(s) English Learners</p>	<p>Bilingual Language Tutors Salaries 3 hrs each (3) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$30,586</p> <p>Bilingual Language Tutors Salaries 3 hrs each (3) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$30,062</p> <p>Hourly, Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500</p>

### Action 1.4

1.4 AVID

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Supplies, materials, incentives, and professional development support AVID implementation in TK-6.</p>	<p><u>X</u> All Students</p>	<p>AVID Implementation Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>

B. Purchase additional materials to support AVID, STEAM, Lego Robotics implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives. Hourly compensation to support AVID coordinator to plan.

## Action 1.5

1.5 Resources

X

New Action

### Planned Actions/Services

### Students to be served

### Budget and Source

A. Supplemental ELA/ELD and Mathematics materials

X All Students

B. Digital Resources/On-line subscriptions

C. Technology and software support for classroom integration

D. Use of Ellevation digital platform to support ELD instruction starting Fall 2021

Software Licenses  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$1000

## Action 1.6

1.6 Pre-school Transition Plan

X

Unchanged Action

### Planned Actions/Services

### Students to be served

### Budget and Source

A. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.

X Other student group(s) Preschool/ Head Start

B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.

Materials/Supplies to support pre-school transitions  
4000-4999: Books And Supplies  
Title I Basic -- 3010  
\$100

C. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of Pre-school students in the Spring. All information will be sent in both English and Spanish. Ina Arbuckle will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish.

D. Pre-School students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities.

## Action 1.7

### 1.7 Communication Enhancement Program

X Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
A. The Communication Enhancement Program (CEP) at Ina Arbuckle 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.	<u>X</u> Other student group(s) Students with Disabilities	

## Action 1.8

### 1.8 Inclusion - Special Education

X Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
A. Special education will follow an inclusion model where students receive the majority of their support within a regular classroom. Special Education specialists along with paraprofessionals will support students in this setting. This approach will increase SPED students' access to the core curriculum.	<u>X</u> Other student group(s) Special Education	



# 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:

Many strategies/activities have been fully implemented to support improved attendance, which reflects a safe and orderly learning environment. Attendance incentives, Attendance meetings, Saturday School, and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students receive awards at assemblies. Student incentives occur weekly, monthly, and at the end of each trimester. Classrooms attendance is closely monitored and recognized; those with the highest attendance for the month can showcase a trophy and an attendance banner in their rooms. In addition, students receive recognition for individual perfect attendance at the trimester award assemblies; students meeting attendance, behavior, and AVID criteria get to visit the video game trailers at the end of each trimester.

Ina Arbuckle previously participated in Kaiser Permanente's two-year pilot program to become a trauma informed school. Staff learned about trauma's effects on students and gained strategies to help them overcome personal challenges and become resilient learners. These practices and strategies are in place to support student behavior each year. Our staff has also grown more effective by practicing self-care. JUSD's Parent Involvement and Community Outreach office works with our staff to provide mental health services to students via outside agencies and on-site intern social workers. PBIS/BSEL implementation is ongoing throughout the school year. Additional trainings have been provided to teachers, supervisors, and support staff to support students deemed Tier 2 or Tier 3 due to maladaptive behaviors. Teachers teach social skills and location expectations on a weekly basis. Students are coached on conflict resolution and other issues by our site TSA, school psychologist, intern social-worker, part time behavioral therapist and site administration. Students are reminded and encouraged to meet behavior expectations in weekly morning announcements. Students earn Ina bucks as a result of practicing PBIS/BSEL skills and expectations; each week a raffle is conducted and several winners are recognized and earn prize incentives each week.

Sports tournaments, 100 Mile Club, reading club, computer coding club, student council, and PE continue to be implemented throughout the school year. Students continue to be encouraged to participate in the 100 Mile Club, lunch time sports tournaments, and clubs through the video announcements. Teachers plan to implement this program with student council members. beginning in the Fall of 2022. The leadership team is also exploring a student leadership and character development approach through BSEL/ PBIS and Second Step training will take place in the Fall of 2022. .

Supports and trainings will continue to be provided for restorative practices during staff meetings and discussed during collaborative grade level gatherings. Conflict mediation and anger management workshops were provided to students in grades 3-5. Under a two year pilot program, counseling services, coping skills, and bullying prevention was taught by an outside counseling agency to all 2nd grade students. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address changes in rules and procedures. A site based clinician will also be added to coordinate mental health and social supports for students.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P 5 School attendance rate	Actual: ADA 88.2% Our attendance rate decreased by 20%	School Attendance decreased due to COVID absences
P5 Chronic Absenteeism rate	Actual: Chronic Absenteeism rate: 2020-2021 9.3% School wide- Decrease of 3.5% from previous year. District: 9.7% State: 10.1%	School Chronic Absenteeism rate increased due to COVID absences
P6 Pupil Suspension rate	Actual: Pupil Suspension rate: 2019-20: 0% School wide; decrease of 0% from previous year District: 1% State: 2.4%	Pupil Suspension rate decrease of 0%
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Survey: Actual Parents: 73.69% Extremely Safe to Moderately Safe Students: 88% Extremely Safe to Moderately Safe Staff: 89% Extremely Safe to Moderately Safe	LCAP Survey increase of 30% for parents increased to 40% for teachers increased to 10 % for students
P6 Surveys of pupils, parents, teachers on sense of safety	Actual: CHKS Survey 2021-2022: 90% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time.The break down was as follows: 50% of students reported feeling safe all of the time 15% of students reported feeling safe most of the time 20% of students reported feeling safe some of the time 10% of students reported never feeling safe	Maintain 88% or above feeling safe

## Planned Strategies/Activities

### Action 2.1

2.1 Health Care Aide (HCA)

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Health Care Aide (HCA) to support health services and parent communications	<u>X</u> All Students	Health Care Aide (1) 3 hrs 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$25,757

**Action 2.2**

2.2 PBIS

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. PBIS coach & committee facilitates Positive Behavior Intervention Support (PBIS) implementation, which includes providing materials and staff development. PBIS coach & committee will meet monthly to review discipline data & brainstorm schoolwide interventions.	<u>X</u> All Students	
B. Promote PBIS Skills via weekly video announcements, lessons, and incentives. One PBIS assembly will be held at least each year.		PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,400
C. Student groups such as student council will support & promote implementation via peer coaching, conflict resolution, etc.). Student incentives will reward positive behavior (weekly raffle, trimester lunch, frequent awards assemblies).		Saturday School Enrichment Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$0
D. Attendance incentives will include monthly classroom trophies, individual attendance awards, and certificates. Classroom competition and incentives promote attendance. Monthly SART meetings held to address chronic absentees. More serious cases undergo the SARB process.		PBIS/AVID/Attendance Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$400
E. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program.		

E. Weekly, monthly, and trimester student incentives support and promote AVID, PBIS behavior, and attendance goals.

### Action 2.3

#### 2.3 School Safety Plan

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Staff practices emergency, disaster preparedness, fire, and lock down drills during the school year. Safety coordinator and if needed, additional staff, will ensure the school safety plan is reviewed and approved on a yearly basis according to district mandates and protocols, and site specific needs. Release time for development of the plan</p> <p>B. A safe, healthy, disciplined, drug, alcohol, and tobacco-free learning school environment is maintained through various activities/incentives (red ribbon week, anti-bullying assemblies, digital citizenship, distance learning support, common sense media, health awareness workshops, 100 mile club, etc.)</p>	<p><u>X</u> All Students</p>	<p>Safety Supplies/equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$400</p>

### Action 2.4

#### 2.4 100-Mile Club

X Unchanged Action

## Action 2.5

### 2.5 Activity Supervisors

	X Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Supervisors receive conflict resolution and positive reinforcement training. They will meet monthly to discuss important updates and make adjustments to support students. They supervise PTA sponsored events, provide babysitting for parent trainings, meetings and school events such as PTA, ELAC, SSC, Back to School Night, Festivals, dances, etc. They supervise students and enforce school rules and procedures.</p>	<p>X All Students</p>	<p>Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000</p>

## Action 2.6

### 2.6 Community Outreach/ Mental Health

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Staff will annually revise and distribute parent/student handbook.</p> <p>B. Via grants, students receive fresh fruit and vegetables every week. 4th graders receive health and nutrition lessons from outside entity.</p> <p>C. School site based clinician (2-3 times per week) will supervise mental health therapists to support students with counseling and social emotional wellness.</p> <p>D. School based outreach intern to support families with referrals and access to health, school, and community resources.</p>	<p>X All Students</p>	<p>Site based Clinician 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$6,607</p>

# 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:

Parent outreach took place to address academic, health, and safety concerns. The overall attendance at parent meetings and workshops has remained steady according to sign-in sheet data. Parent connect and Q Communications enable parents to remain connected and made aware of important school announcements. The school website, class dojo, twitter account, Intouch calls, marquee, and flyers have been fully implemented to communicate engagement opportunities and increase parent involvement. Parents can access our on-site courses on computers, ESL, nutrition and parenting.

The following school activities have been implemented to engage students: garden committee, morning announcements, band, and assemblies. Our student council members are the developing leaders on our campus as they help coordinate and support our Red Ribbon Week and college and career awareness campaigns, Spring Career Day, monthly spirit day events, family events, and more. Beginning in the fall of 2020, student Council students will undergo training on peer-to-peer conflict resolution. Our PTA leads fundraising efforts for field trips and activities, to increase parent and student engagement.

Ina Arbuckle LCFF survey data indicates that 73% of parents feel the school is a welcoming place and now reflects a total of 74% (1% less from last year) of them indicating feeling moderately to extremely welcomed; an increase of 19% of students and now reflects a total of 93% students feeling their school site is moderately to extremely welcoming; an increase of 13% of staff reflects a total of 93% of staff feeling their school environment is welcoming. We continue to address welcoming environments through facility upgrades and addressing safety needs.

The focus for 202-2023 will be to increase parent communication through peachjar, parent square; informing parents of this new way of communication. Pairing parent workshops/meetings with school functions will be increased to promote higher levels of parent involvement. More email and staff time dedicated to sharing efforts to engage parents and staff.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	Parent Engagement 2021-2022: Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 75%	LCAP survey parent satisfaction to increase by 5% until reach 90%, then maintain.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Likelihood to recommend school to other parents? Extremely likely/ Moderately likely: 89%</p> <p>Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 79%</p> <p>Informed of school-wide activities: Extremely well informed/Moderately well informed: 75%</p> <p>Informed of classroom activities: Extremely well informed/Moderately well informed: 78%</p> <p>Welcoming environment: Strongly agree/ Moderately agree: 79%</p> <p>Satisfaction with Instruction: Extremely satisfied/Moderately Satisfied: 80%</p> <p>Opportunities to be involved with school and district decision making: Actual: Yes 85%</p> <p>Level of participation in school-wide activities (All the time/Most of the time 40%)</p>	
P5 Student Engagement	<p>Student Engagement 2021-2022: Actual: Welcoming environment: 85% Strongly agree/ Moderately agree Extremely well informed/Moderately well informed: 89%</p> <p>Positive learning environment: 90% Strongly agree/ Moderately agree</p>	LCAP survey student satisfaction to increase by 5% until reach 90%, then maintain
P5 Student Engagement	<p>CHKS Actual: 2021-2022: 85% of students will report they feel connected to the school. 97% of our students feel happy to be at our school most of the time/all the time. 95% of our students feel like they are part of this school most of the time/all the time. 96% of our students feel like they are treated fairly most of the time/all the time. 88% of our students feel like they are safe at school most of the time/all the time</p>	CHKS increase results by 5% until reach 90%, then maintain
P6 Surveys of pupils, parents, teachers on sense of school connectedness	<p>Staff Actual 2021-2022: Welcoming environment: 90% Strongly agree/ Moderately agree</p>	LCAP survey staff satisfaction to increase by 5% until reach 95%, then maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Staff Actual: Collaborative Culture: 97% Strongly Agree/Agree Opportunities to be involved with School and District Decision Making: 90% state yes	

## Planned Strategies/Activities

### Action 3.1

3.1 Parent & Community Engagement

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Principal will provide regular updates to parents about classroom/school activities and programs through InTouch, school website, Class Dojo, monthly calendar, notifications, newsletter, and marquee.</p> <p>B. All parents and staff will be provided opportunities to be involved through advisory committee: DELAC, ELAC, SSC, DAC, GAC, and PTA. Babysitting will be provided. Materials and supplies to support parent meetings. Use of digital meetings when necessary through Zoom/Google Meet.</p> <p>C. Provide parent workshops and meetings to educate on California state standards, state and local assessments, requirements of Title I, AVID, Digital Citizenship, Basic computer skills, the benefits of Parent Connect and Parent Phone System.</p> <p>D. Computer station in office for parents ensuring access to parent connect and other district resources.</p> <p>E. Fall and Spring picnics, Band performances, Winter Performances, Talent show, Fall and Spring festivals, classroom volunteering, and awards assemblies provide opportunities for increased parent connection to the school.</p>	<input checked="" type="checkbox"/> All Students	<p>Salary, Clerk, Hrly          2000-2999: Classified Personnel Salaries          LCFF Suppl/Conc -- 0707          \$1000</p> <p>Classified Hourly - Babysitting &amp;          2000-2999: Classified Personnel Salaries          Title I Parent Involvement -- 3010 1902          \$732</p> <p>Parent Enrichment Classes/workshops          4000-4999: Books And Supplies          Title III LEP -- 4203          \$3227</p> <p>School Events/ Materials (i.e. assemblies, incentive events, etc.)          4000-4999: Books And Supplies          Title I Basic -- 3010          \$500</p> <p>Translator / Clerk Typist          2000-2999: Classified Personnel Salaries          LCFF Suppl/Conc -- 0707          \$37,134</p>



F. Parents are regularly informed in Spanish & English of all important school information via Parent Connect, Class Dojo App, phone calls, emails, notices, etc.

### Action 3.2

#### 3.2 Parent Education

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. Parent workshops focus on topics of interest such as technology, AVID, cyber bullying, nutrition, mental health, parenting skills, and other topics affecting children's well-being. Parent surveys are conducted in order to determine topics for workshops.	<u>X</u> All Students	Parent Enrichment Classes/workshops 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$2500
B. ESL classes support parents to develop literacy and oral language proficiency in English.		Parent Enrichment Classes/workshops 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$789

### Action 3.3

#### 3.3 Student engagement

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. Regularly organized sports contests/activities during recess.	<u>X</u> All Students	Student Council 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$400
B. Students volunteer to develop a Community Garden.		
C. Weekly music program.		
D. Weekly student created video broadcasts announce and promote school events/news, inspirational messages, highlight PBIS skills, the pledge of allegiance, showcases.		Student Council T-shirts 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707

E. Students participate in various activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Day, etc. Some events are organized by the student council.

F. Engaging school assemblies to support character development, school safety, academics, anti-bullying, etc.

G. Student Council will support student leadership development. SC students will also support school wide initiatives, activities, and events as well as support and promote PBIS skills, peer conflict resolution skills, character development, growth mindset, and AVID implementation.

\$200

Supplies to Support Red Ribbon Week,  
Student Awards, Science Fair, etc  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$1000

# 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 - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Maintain use of 2019 CAASPP Data Dashboard										
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Maintain use of 2019 CAASPP Data Dashboard										
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	The progress that we intend to see in the 2021-22 school year is a 5+% growth in all areas of the ELPAC, most importantly in the areas of Proficiency for ELLs who have been enrolled in school for 5 or more years.	<table border="0"> <tr> <td>Proficient</td> <td>2.76%</td> </tr> <tr> <td>Level 1 (Minimally Developed)</td> <td>28.11%</td> </tr> <tr> <td>Level 2 (Somewhat Developed)</td> <td>44.24%</td> </tr> <tr> <td>Level 3 (Moderately Developed)</td> <td>24.88%</td> </tr> <tr> <td>Level 4 (Well Developed)</td> <td>2.76%</td> </tr> </table>	Proficient	2.76%	Level 1 (Minimally Developed)	28.11%	Level 2 (Somewhat Developed)	44.24%	Level 3 (Moderately Developed)	24.88%	Level 4 (Well Developed)	2.76%
Proficient	2.76%											
Level 1 (Minimally Developed)	28.11%											
Level 2 (Somewhat Developed)	44.24%											
Level 3 (Moderately Developed)	24.88%											
Level 4 (Well Developed)	2.76%											
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	The progress that we intend to see in the 2021-22 school year is a 5+% growth. We will collaborate with elementary schools that have the same demographics as Ina who have had significant growth in ELLs reclassification rates and start to do PD for our teachers to make sure we help our ELL student population.	<p>Using data from 2020-21 Data Quest:</p> <p>Total enrollment 490 students: 212 (43.3%) are ELLs of those ELLs 93 (19.0%) are Fluent English Speakers and 9 (3.7%) are redesignated FEP students.</p>										
P8 Other student outcomes - NWEA ELA	The progress that we intend to see a 5% growth, with students becoming more familiarized with NWEA and having been in person instruction for 1 year.	The mean for grades K-6 has increased from the Fall to the Spring by 3-10% due to the students becoming more familiarized with the NWEA digital assessments. Reintegration into inperson learning has been difficult yet, it's a steady growth process.										

Metric/Indicator	Expected Outcomes	Actual Outcomes
P8 Other student outcomes - NWEA Math	The progress that we intend a 5% growth , with students becoming more familiarized with NWEA and having been in person instruction for 1 year.	The mean for grades K-6 has increased from the Fall to the Spring by 5-10% due to the students becoming more familiarized with the NWEA digital assessments. Reintegration into inpreson learning has been difficult yet, it's a steady growth process.
P8 HMH Reading Inventory for ELA	The progress we intend to see a 5% growth, with students becoming more familiarized with having been in person instruction for 1 year.	<p>Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalentents are as follows:</p> <p>Not Met: 39%            Nearly Met: 39%            Met:12%            Exceeded:11%</p> <p>Source: HMH Reading Inventory Assessment, Spring 2021</p>
P8 Other student outcomes - MDTP for Math	The progress that we intend to see is a 5% growth, with students becoming more familiarized with having been in person instruction for 1 year.	<p>Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalentents are as follows:</p> <p>Not Met: 54%            Nearly Met: 24%            Met: 12%            Exceeded: 9%</p> <p>Source: MDTP Assessment, Spring 2021</p>

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 CSS & NGSS Implementation A. ELA/Math, CSS, STEAM & NGSS implementation professional development. Instructional coaches, NGSS coordinators, math facilitators, UOS writers, and when necessary	1.1 CSS & NGSS Implementation A. ELA/Math CSS, STEAM & NGSS (including the use of distance learning) implementation professional development. Instructional coaches, NGSS coordinators, math facilitators,	<p>EMCC Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$62,935</p> <p>Substitute, Teacher</p>	<p>EMCC Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$62,935</p> <p>Substitute, Teacher</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
outside consultants, will support implementation plan.	UOS writers, and when necessary outside consultants, will support implementation plan.	1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$10337	1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$8,000
B. Professional development to support the district digital gateway initiative (technology, 1:1 Chromebook for K-6), Common Sense Media, Digital Citizenship and distance learning. Site initiatives will be developed by leadership throughout the year.	B. Professional development to support the district digital gateway initiative (technology, 1:1 Chromebook for K-6), Common Sense Media, Digital Citizenship and distance learning. Site initiatives will be developed by leadership throughout the year.	Copy Machine Maintenance Contract & Supplies (Daisy cartridges, etc.) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4,800	Copy Machine Maintenance Contract & Supplies (Daisy cartridges, etc.) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$5,000
C. Principal will coordinate & monitor all professional development and instruction. Staff surveys and classroom observations will determine site needs for training.	C. Principal will coordinate & monitor all professional development and instruction. Staff surveys and classroom observations will determine site needs for training.	Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,000	Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,194
D. ELA/Math UOS lessons	D. ELA/Math UOS lessons	Contract Services for Laminator 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500	Contract Services for Laminator 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$400
E. Units of study and site developed common assessments to monitor student progress and achievement.	E. Units of study and site developed common assessments to monitor student progress and achievement.	Materials & supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$41,388	Materials & supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$30,000
F. Teacher data collaboration meetings using on-line student data management systems to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction.	F. Teacher data collaboration meetings using on-line student data management systems to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction.	Materials & supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$14,147	Materials & supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$10,000
G. Media Clerk coordinates materials & provide technology support.	G. Media Clerk coordinates materials & provide technology support as well as Maker -Space and Lego Robotics training for the 2022-23 school year.	Print Shop Orders 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,000	Print Shop Orders 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,000
H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. for ELA/ELD/Math/science(NGSS)/intervention to support EL/SDC/RSP/GATE students. Examples: copy machines,	H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. for	Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000	Salary, Clerk, Hrly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>printing, calculators, novels, leveled readers, manipulatives, software, and informational texts, etc.</p> <p>I. GATE facilitator administers assessments to identify GATE students and coordinates activities/events that enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.</p> <p>J. Band and string instruments classes for 4-6 grade students each week.</p> <p>K. Science Fair Coordinator-release days to support planning, coordination, activities for the science fair.</p> <p>L. Promote college and career readiness culture via incentives and student council. Funding will also support release days for teachers to plan &amp; coordinate CC activities and career day event.</p> <p>M. Extra Clerk Hours to support school events/needs throughout the school year.</p> <p>N. Science camp for 6th grade students if grants are available to support over 80% of total costs.</p>	<p>ELA/ELD/Math/science(NGSS)/intervention to support EL/SDC/RSP/GATE students. Examples: copy machines, printing, calculators, novels, leveled readers, manipulatives, software, and informational texts, etc.</p> <p>I. GATE facilitator administers assessments to identify GATE students and coordinates activities/events that enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.</p> <p>J. Band and string instruments classes for 4-6 grade students each week.</p> <p>K. Science Fair Coordinator-release days to support planning, coordination, activities for the science fair. This did not happen because the Science Fair was canceled due to COVID.</p> <p>L. Promote college and career readiness culture via incentives and student council. Funding will also support release days for teachers to plan &amp; coordinate CC activities and career day event. This was modified due to COVID.</p> <p>M. Extra Clerk Hours to support school events/needs throughout the school year.</p> <p>N. Science camp for 6th grade students did not happen due to COVID.</p>	<p>Science Camp Partial Funding 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$6,361</p>	<p>Science Camp Partial Funding 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2 Interventions</p> <p>A. 4-6 grade students two levels or more below grade level in reading participate in upper grade intensive guided reading intervention. Students are identified for this program using different data results and assessments. A reading intervention teacher will be dedicated to supporting this program in grades 4-6.</p> <p>B. K-5 use iStation to monitor and assess reading foundational skills. Teachers provided release time to get trained for Impact Teams. Collaboration focuses on intervention strategies. A reading intervention teacher is dedicated to supporting the early literacy intervention for grades 1-3 students in reading fluency and phonemic awareness.</p> <p>C. Professional development to support intervention program. District coach will provide on-site literacy support for teachers in grades K-6.</p> <p>D. SPED students receive support via special education program using pull-out and inclusion methods. Professional development and release time will be provided to support inclusion program.</p> <p>E. In response to ELA/math data, Extended Learning Opportunities (ELO) may be provided to support students.</p> <p>F. GATE enrichment activities/lessons provided to students/parents periodically during the year.</p>	<p>1.2 Intervention</p> <p>A. 4-6 grade students two levels or more below grade level in reading participate in upper grade intensive guided reading intervention. Students are identified for this program using different data results and assessments. A reading intervention teacher will be dedicated to supporting this program in grades 4-6.</p> <p>B. K-6 use NWEA to monitor and assess reading foundational skills. Teachers provided release time to get trained for Impact Teams. Collaboration focuses on intervention strategies. A reading intervention teacher is dedicated to supporting the early literacy intervention for grades 1-3 students in reading fluency and phonemic awareness.</p> <p>C. Professional development to support intervention program. District coach will provide on-site literacy support for teachers in grades K-6.</p> <p>D. SPED students receive support via special education program using pull-out and inclusion methods. Professional development and release time will be provided to support inclusion program.</p> <p>E. In response to ELA/math data, Extended Learning Opportunities (ELO) may be provided to support students.</p>	<p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p> <p>Hourly, Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>Salary, CSR Tchr .5 (Intervention) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$68,647</p> <p>Salary, CSR Tchr .5 (Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$68,647</p> <p>Salary, CSR Tchr (Intervention) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$100,883</p>	<p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>Salary, CSR Tchr .5 (Intervention) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$68,647</p> <p>Salary, CSR Tchr .5 (Intervention) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$68,647</p> <p>Salary, CSR Tchr (Intervention) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$100,883</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	F. GATE enrichment activities/lessons provided to students/parents periodically during the year.		
<p>1.3 ELD</p> <p>A. 30 minutes of designated ELD instruction in TK-6.</p> <p>B. Integrated EL support (i.e. SDAIE strategies) over multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels. Common designated ELD times per grade level provides flexibility to respond to student needs.</p> <p>E. Teachers monitor and evaluate EL levels using multiple measures including ELPAC.</p> <p>F. Bilingual language tutors support EL students by providing lesson reinforcement in both English and Spanish.</p> <p>G. Professional development to support ELLs/ELD program.</p> <p>H. Full time TSA as of Fall 2021 to support teachers in Curriculum and instruction for ELD support.</p>	<p>1.3 ELD</p> <p>A. 30 minutes of designated ELD instruction in TK-6.</p> <p>B. Integrated EL support (i.e. SDAIE strategies) over multiple subjects.</p> <p>C. ELL levels for ELL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels. Common designated ELD times per grade level provides flexibility to respond to student needs.</p> <p>E. Teachers monitor and evaluate EL levels using multiple measures including ELPAC.</p> <p>F. Bilingual language tutors support EL students by providing lesson reinforcement in both English and Spanish.</p> <p>G. Professional development to support ELLs/ELD program.</p> <p>H. Full time TSA as of Fall 2021-2022 and to continue for the 2022-2023 school year to support teachers in</p>	<p>Salary, (.75) 3 hrs. each Bilingual Language Tutors 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$37,432</p> <p>Salary, (.25) 3 hrs each Bilingual Language Tutor 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5,347</p> <p>Salary, (3.0) 3 hrs. each Bilingual Language Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$21,389</p> <p>Hourly, Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500</p>	<p>Salary, (.75) 3 hrs. each Bilingual Language Tutors 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$37,432</p> <p>Salary, (.25) 3 hrs each Bilingual Language Tutor 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5,347</p> <p>Salary, (3.0) 3 hrs. each Bilingual Language Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$21,389</p> <p>Hourly, Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Curriculum and instruction for ELD support.		
<p>1.4 AVID A. Supplies, materials, incentives, and professional development support AVID implementation in TK-6.</p> <p>B. Purchase additional materials to support AVID implementation, UoS, ELD, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives. Hourly compensation to support AVID coordinator to plan.</p>	<p>1.4 AVID A. Supplies, materials, incentives, and professional development support AVID implementation in TK-6. All AVID supplies were provided by the district.</p> <p>B. Purchase additional materials to support AVID implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives. Hourly compensation to support AVID coordinator to plan.</p>	<p>AVID Implementation Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2,000</p>	<p>AVID Implementation Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>
<p>1.5 Resources A. Supplemental ELA/ELD and Mathematics materials</p> <p>B. Digital Resources/On-line subscriptions</p> <p>C. Technology and software support for classroom integration</p> <p>D. Use of Ellevation digital platform to support ELD instruction starting Fall 2021</p>	<p>1.5 Resources A. Supplemental ELA/ELD and Mathematics materials</p> <p>B. Digital Resources/On-line subscriptions</p> <p>C. Technology and software support for classroom integration</p> <p>D. Use of Ellevation digital platform to support ELD instruction starting Fall 2021-2022.</p>	<p>Software Licenses 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p>	<p>Software Licenses 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p>
<p>1.6 Pre-school Transition Plan A. All pre-school students will visit the Transitional Kindergarten and/ or</p>	<p>1.6 Pre-school Transition Plan</p>	<p>Materials/Supplies to support pre-school transitions</p>	<p>Materials/Supplies to support pre-school transitions</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Kindergarten classes, the cafeteria, and the office to become familiar with the campus.</p> <p>B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.</p> <p>C. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of Pre-school students in the Spring. All information will be sent in both English and Spanish. Ina Arbuckle will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish.</p> <p>D. Pre-School students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities.</p>	<p>A. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.</p> <p>B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.</p> <p>C. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of Pre-school students in the Spring. All information will be sent in both English and Spanish. Ina Arbuckle will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish.</p> <p>D. Pre-School students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities.</p>	<p>4000-4999: Books And Supplies Title I Basic -- 3010 \$100</p>	<p>4000-4999: Books And Supplies Title I Basic -- 3010 \$100</p>
<p>1.7 Communication Enhancement Program</p> <p>A. The Communication Enhancement Program (CEP) at Ina Arbuckle 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</p>	<p>1.7 Communication Enhancement Program</p> <p>A. The Communication Enhancement Program (CEP) at Ina Arbuckle is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>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.</p>		
<p>1.8 Inclusion - Special Education A. Special education will follow an inclusion model where students receive the majority of their support within a regular classroom. Special Education specialists along with paraprofessionals will support students in this setting. This approach will increase SPED students' access to the core curriculum.</p>	<p>1.8 Inclusion - Special Education A. Special education will follow an inclusion model where students receive the majority of their support within a regular classroom. Special Education specialists along with paraprofessionals will support students in this setting. This approach will increase SPED students' access to the core curriculum.</p>		

## Analysis

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

Due to COVID Ina Arbuckle's representatives in UOS, ELA, Math, and Science attended limited in person district PDs. Most PDs were changed to after school hours due to sub shortages.

Despite COVID grade level team leaders worked with their grade level to implement the California state standards through the use of UOS and followed suggested pacing guides. Grade level teams meet weekly and worked collaboratively to plan instruction, discuss instructional strategies, and analyze student work as well as assessment data. Teachers had optional PDs provided by the district and site technology coordinators. AVID was implemented fully in TK-6 grade. All AVID supplies were provided for all students 2x this school year. Teachers participated in staff development for SEL, BSEL, Ellevations, SPED, & AVID best practices. School Plan for Student Achievement (SPSA) Page 74 of 102 Ina Arbuckle Elementary School UOS and common grade level assessments have been implemented. Classroom observations, grade level planning, and data analysis reflect the implementation of UOS assessments as well as common assessment across the grade level. Reading intervention has been fully implemented across grades K-6 as evidenced by master schedules submitted, NWEA data (grades K-6), classroom observations, grade level meeting minutes, and Primary Intervention continues in grades K-6.

In grades 1-3 Guided Reading intervention has been fully implemented as well as in grades 4-6. Each daily session for grades 1-6 consist of small group reading interventions provided simultaneously by the regular classroom teacher, a reading intervention teacher, and a bilingual language tutor. ELD has been fully

implemented in grades TK-6. Classroom schedules reflect designated ELD instruction daily in every classroom. Observations reflect integrated ELD across subject areas.

As of January 10, 2022 we now have a full time Math Intervention teacher supporting grades 1-6 focusing on the grade levels that need the most strategic math support based on NWEA Math assessment and 1 on 1 assessments. District training was provided to Bilingual Language Tutors to support ELD strategies and practices. Technology strategies and resources are fully implemented in grades TK-6. All students continue to utilize their chromebook as a tool to supplement and enhance their learning instruction within all subjects. Master schedules for the EMCC and Williams Visit data reflect the support that has been provided with the implementation of chromebooks and other instructional resources across all grade levels. Students' technology skills have greatly improved because of the usage of chromebooks on a daily basis. The use of online subscription services such as NWEA has given more experience with online assessment as well as supported strategies to support the goal for students being college and career ready. All students in grades TK-6th participate in AVID. Students were provided with all necessary supplies to cover our three AVID goals: Organization/Planning, Note Taking, and One Pagers. The district provided every school site with binders, folders, pocket pouches, dividers, pencil boxes, highlighters, and agendas as determined age appropriate by site Leadership Team and suggested by AVID consultants. The requisition of print to provide guided readers for grade levels TK to 6 demonstrates the full implementation of supports for ELA state standards in the area of reading. Grade level minutes in Kindergarten reflect the practices discussed to transition preschool students to Kindergarten. Parent Square, mailers and digital flyers also reflect the full implementation of including Preschool students and families in school activities.

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

Due to the world wide pandemic of COVID, in person learning, and the cancelation of the CAASPP for the 2019-2020 school year, data was not collected but will be available for our 2022 CAASPP testing & available in Fall 2022.

AVID played a vital role in the organization component of getting students in the positive mind set of College and Career Readiness. Best academic practices is evidence of learning and will continue to grow in areas of Analysis and Action Steps. Training as well as interdistrict collaboration will continue to help TK-6 grade teachers grow. Intervention Teachers played a major role in helping student support to fill in the gaps for reading foundations and fluency, guided reading groups, collaboration w/teachers on success strategies for growth in ELA. Intervention Teachers also supported teachers for NWEA assessment, ELPAC & CAASPP 2022 testing.

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

Due to COVID 19 we obtained CARES money for AVID supplies. We also did not have Science Camp or travel PD expenditures due to COVID. We had virtual free field trips as well as after work hours voluntary free PD opportunities for teachers. One-time COVID-19 monies were used to cover the costs of many actions. We also had ELO to support student re-engagement to fill in the academic gaps. Our focus on SEL lesson at the beginning of every school day & had support from our Behavioral Associate and interns.

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.

Analysis of available data indicates a need to continue a commitment to refine and deepen current practices regarding college and career readiness. Such practices include, expanding and refining SEL, BSEL, STEAM, Lego Robotics, AVID strategies, Primary Intervention for reading foundational practices, Guided reading small group support in upper grades, and Inclusive practices school wide. Math Intervention Support & refinement to include grade level coaching support, accompanied with professional development, grade level specific assistance, and an emphasis on best academic practices during grade level planning times. Professional development and coaching will be provided from consultants, district TSAs and our on site TSA, previously trained grade level teams, and site administration.

# 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
P1: School facilities are maintained in good repair	All school facility will be maintained as expected.	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)
P5: School Attendance Rates (Semester 1 Q SIS)	Due to COVID our attendance dropped compared to the previous years. However with restrictions being lifted and vaccination rates going up as well as COVID cases going down. We expect attendance to go up by 5-7% next school year.	TK = 79.34% Kinder = 87.02 % 1st Grade = 89.49 % 2nd Grade = 90.87% 4th Grade = 92.41% 5th Grade = 93.01% 6th Grade = 93.30%
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	Due to COVID our chronic absenteeism rate increased dramatically compared to previous years. However with restrictions being lifted and vaccination rates going up as well as COVID cases going down. We expect chronic absenteeism to go down by 10+% next school year.	Chronic Absenteeism: 504 / 116 = 23% Students most affected : African American: 21 / 7 = 33.3% Hispanic Latino: 464 / 108 = 22 %
P6 Pupil Suspension rate (2020-21 Data Quest)	Due to COVID all students were on Virtual Learning until the last 3 months it was in person hybrid instruction.	Pupil Suspension rate of 0%
P6: Pupil Expulsion rate (2020-21 Data Quest)	Due to COVID all students were on Virtual Learning until the last 3 months it was in person hybrid instruction.	Pupil Suspension rate of 0%
P6 Surveys of pupils, parents, teachers on sense of safety	We need to focus on more SEL, lessons, interventions & supports to help students feel safe from violence at school. Student safety will be a top priority.	Panorama, report the 50% of students who responded to the LCAP Student Survey, Spring 2022: How often do you worry about violence at your school?

Metric/Indicator	Expected Outcomes	Actual Outcomes
		50% responded "Almost Never or Once in a while"
P6 Surveys of pupils, parents, teachers on sense of safety	We need to reach out to families to ensure that the students get the support that they need at home as they do in school. Parenting classes & parent education will be a top priority.	Panorama, report the 20% of staff who responded to the LCAP Staff Survey, Spring 2022: How difficult is it for students to get the support that they need at home? 47% responded, "Not at all difficult or Slightly difficult".
P6 Surveys of pupils, parents, teachers on sense of safety	We need to do more parent outreach to have more parents participate in their Survey to help us determine their needs for us to take action.	Panorama, report the .01% of parents who responded to the LCAP Parents 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? 70% responded ""Quite Well"" or ""Extremely Well""

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Health Care Aide (HCA) A. Health Care Aide (HCA) to support health services and parent communications	2.1 Health Care Aide (HCA) A. Health Care Aide (HCA) to support health services and parent communications	Health Care Aide (1.0) 3 hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$25,120	Health Care Aide (1.0) 3 hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$25,120
2.2 PBIS/BSEL A. PBIS/BSEL coach & committee facilitates Positive Behavior Intervention Support (PBIS) implementation, which includes providing materials and staff development. PBIS/BSEL coach & committee will meet monthly to review discipline data & brainstorm school wide interventions.	2.2 PBIS/BSEL A. PBIS/BSEL coach & committee facilitates Positive Behavior Intervention Support (PBIS) implementation, which includes providing materials and staff development. PBIS/BSEL coach & committee will meet monthly to review discipline data & brainstorm school wide interventions.	PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2200  Saturday School Enrichment Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000	PBIS Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0  Saturday School Enrichment Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$0



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Promote PBIS Skills via weekly video announcements, lessons, and incentives. One PBIS assembly will be held at least each year.</p> <p>C. Student groups such as student council will support &amp; promote implementation via peer coaching, conflict resolution, etc.). Student incentives will reward positive behavior (weekly raffle, trimester lunch, frequent awards assemblies).</p> <p>D. Attendance incentives will include monthly classroom trophies, individual attendance awards, and certificates. Classroom competition and incentives promote attendance. Monthly SART meetings held to address chronic absenteeism. More serious cases undergo the SARB process.</p> <p>E. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program.</p> <p>E. Weekly, monthly, and trimester student incentives support and promote AVID, PBIS behavior, and attendance goals.</p>	<p>B. Promote PBIS Skills via weekly video announcements, lessons, and incentives. One PBIS assembly will be held at least each year.</p> <p>C. Student groups such as student council will support &amp; promote implementation via peer coaching, conflict resolution, etc.). Student incentives will reward positive behavior (weekly raffle, trimester lunch, frequent awards assemblies).</p> <p>D. Attendance incentives will include monthly classroom trophies, individual attendance awards, and certificates. Classroom competition and incentives promote attendance. Monthly SART meetings held to address chronic absenteeism. More serious cases undergo the SARB process.</p> <p>E. Saturday school funds to support the program and replenish ADA including purchasing materials to support the Saturday School program.</p> <p>E. Weekly, monthly, and trimester student incentives support and promote AVID, PBIS/BSEL behavior, and attendance goals.</p>	<p>PBIS/AVID/Attendance Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p>	<p>PBIS/AVID/Attendance Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>
<p>2.3 School Safety Plan A. Staff practices emergency, disaster preparedness, fire, and lock down drills during the school year. Safety coordinator and if needed, additional staff, will ensure the school safety plan</p>	<p>2.3 School Safety Plan A. Staff practices emergency, disaster preparedness, fire, and lock down drills during the school year. Safety coordinator and if needed, additional</p>	<p>Safety Supplies/equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$400</p>	<p>Safety Supplies/equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$350</p>

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>is reviewed and approved on a yearly basis according to district mandates and protocols, and site specific needs. Release time for development of the plan</p> <p>B. A safe, healthy, disciplined, drug, alcohol, and tobacco-free learning school environment is maintained through various activities/incentives (red ribbon week, anti-bullying assemblies, digital citizenship, distance learning support, common sense media, health awareness workshops, 100 mile club, etc.)</p>	<p>staff, will ensure the school safety plan is reviewed and approved on a yearly basis according to district mandates and protocols, and site specific needs. Release time for development of the plan</p> <p>B. A safe, healthy, disciplined, drug, alcohol, and tobacco-free learning school environment is maintained through various activities/incentives (red ribbon week, anti-bullying assemblies, digital citizenship, distance learning support, common sense media, health awareness workshops, 100 mile club, etc.)</p>		
<p><b>2.4 100-Mile Club</b></p> <p>A. 100 Mile Club/coordinator/committee supports healthy living. Student mileage is tracked &amp; monitored. Supervisors ensure student safety. Assemblies, student incentives, and release time for the coordinator promotes &amp; support the program.</p> <p>B. Organized activities/sports during recess.</p>	<p><b>2.4 100-Mile Club</b></p> <p>A. 100 Mile Club/coordinator/committee supports healthy living. Student mileage is tracked &amp; monitored. Supervisors ensure student safety. Assemblies, student incentives, and release time for the coordinator promotes &amp; support the program.</p> <p>B. Organized activities/sports during recess.</p>	<p>100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$300</p> <p>Sub Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4936</p>	<p>100 Mile Club Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Sub Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p><b>2.5 Activity Supervisors</b></p> <p>A. Supervisors receive conflict resolution and positive reinforcement training. They will meet monthly to discuss important updates and make adjustments to support students. They supervise PTA sponsored events, provide babysitting for parent trainings, meetings and school</p>	<p><b>2.5 Activity Supervisors</b></p> <p>A. Supervisors receive conflict resolution and positive reinforcement training. They will meet monthly to discuss important updates and make adjustments to support students. They supervise PTA sponsored events,</p>	<p>Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000</p>	<p>Activity Supervisor Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,800</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>events such as PTA, ELAC, SSC, Back to School Night, Festivals, dances, etc. They supervise students and enforce school rules and procedures.</p>	<p>provide babysitting for parent trainings, meetings and school events such as PTA, ELAC, SSC, Back to School Night, Festivals, dances, etc. They supervise students and enforce school rules and procedures.</p>		
<p>2.6 Community Outreach/ Mental Health  A. Staff will annually revise and distribute parent/student handbook.   B. Via grants, students receive fresh fruit and vegetables every week. 4th graders receive health and nutrition lessons from outside entity.   C. School site based clinician (2-3 times per week) will supervise mental health therapists to support students with counseling and social emotional wellness.   D. School based outreach intern to support families with referrals and access to health, school, and community resources.</p>	<p>2.6 Community Outreach/ Mental Health  A. Staff will annually revise and distribute parent/student handbook.   B. Via grants, students receive fresh fruit and vegetables every week. 4th graders receive health and nutrition lessons from outside entity.   C. School site based clinician &amp; Associate (2-3 times per week) will supervise mental health therapists to support students with counseling and social emotional wellness.   D. School based outreach intern to support families with referrals and access to health, school, and community resources.</p>	<p>Site based Clinician  2000-2999: Classified  Personnel Salaries  LCFF Suppl/Conc -- 0707  \$6,607</p>	<p>Site based Clinician  2000-2999: Classified  Personnel Salaries  LCFF Suppl/Conc -- 0707  \$0</p>

## Analysis

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

School Attendance has been a challenge during COVID and In Person Learning. Strategies/activities have been fully implemented to support and improve In Person Learning attendance, which reflects a safe and orderly learning environment. Attendance incentives, phone calls, SART & SARB meetings, home visits and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students receive awards at virtual assemblies, student incentives occur weekly, monthly, and at the end of each trimester in teachers' classrooms. Classroom attendance is closely monitored. Students are recognized for good behavior, and AVID criteria by their teachers. Ina Arbuckle previously participated in Kaiser Permanente's two year pilot program to become a trauma informed school. Staff learned about trauma effects on students and gained strategies to help them overcome personal challenges and become resilient learners.

These practices and strategies are in place to support student social emotional behavior each year. Our staff has also grown more effective by practicing self-care. JUSD's Parent Involvement and Community Outreach such as PICO & our office staff work closely with our students, parents & staff to provide needed support. We also provide mental health services to students via our Mental Health Therapist, Mental Health Associate, Mental Health Interns, our School Psychologist & outside agencies. PBIS/BSEL social skills implementation is ongoing throughout the school year. Teachers teach social skills and expectations on a daily basis during their first 15 minutes of instruction by teaching SEL lessons and review them on a weekly basis. Students are coached on conflict resolution and other issues by our on site peer mediators, TSA, school psychologist, mental health therapist, intern social-worker, and administration. Twenty-five 4-6 grade students were certified by RCOE as Peer Mediators and actively support 1-6 students during AM & lunch recesses. Students are reminded and encouraged to meet behavior School Plan for Student Achievement (SPSA) Page 51 of 60 Arbuckle (Ina) Elementary

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

By implementing trauma informed, SEL and restorative practices, we plan to continue to improve staff and student relationships and promote positive reintegration and prosocial interactions to create a more empathetic and resilient school community. School attendance was monitored & encouraged by the support of office staff, TSA, & administration making daily phone calls to support families with attendance, COVID related issues and concerns. Our Behavioral Associate was available for mental health services for students, supporting parents with resources and referrals and staff with SEL presentations during staff meetings and to help support with students emotional needs working in collaboration with school psychologist, TSA, teachers and administration.

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

One-time COVID-19 monies were used to cover the costs of AVID supplies, ELO and Summer LEAP.

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.

Supports and more training will be provided for SEL & restorative practices during staff meetings and discussed during collaborative grade level gatherings. Trauma due to COVID and reintegration into in person learning, conflict mediation, anger management, loss of a loved ones will be addressed by our Mental Health Therapist, School Psychologist, TSA, Principal, Teachers, Activity Supervisors, Campus Supervisor and Office Staff. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both social emotional, medical behavior situations and to address changes in rules and procedures.

# Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

## Goal 3

Parent, Student and Community Engagement

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Spring 2022 (Parents): "For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?" 88% responded "Extremely Important or Quite Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Parent/Family Survey, Spring 2022 (Parents): "For this school or district to be successful over the next three years, how important is it for us to focus on Student activities and extracurricular activities?" 50% responded "Extremely Important or Quite Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey, Spring 2022 (Teachers): "On most days, how enthusiastic are the students about being at school?" 38% responded "Quite Enthusiastic or Extremely Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Student Survey, Spring 2022 (Students): "Overall, how much do you feel like you belong at your school?" 58% responded "Belong quite a bit or Completely belong"

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Parent & Community Engagement	3.1 Parent & Community Engagement	Salary, Clerk, Hrly	Salary, Clerk, Hrly

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Principal will provide regular updates to parents about classroom/school activities and programs through InTouch, school website, Class Dojo, monthly calendar, notifications, newsletter, and marquee.</p>	<p>A. Principal will provide regular updates to parents about classroom/school activities and programs through InTouch, school website, Class Dojo, monthly calendar, notifications, newsletter, and marquee.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p>
<p>B. All parents and staff will be provided opportunities to be involved through advisory committee: DELAC, ELAC, SSC, DAC, GAC, and PTA. Babysitting will be provided. Materials and supplies to support parent meetings. Use of digital meetings when necessary through Zoom/Google Meet.</p>	<p>B. All parents and staff will be provided opportunities to be involved through advisory committee: DELAC, ELAC, SSC, DAC, GAC, and PTA. Babysitting will be provided. Materials and supplies to support parent meetings. Use of digital meetings when necessary through Zoom/Google Meet.</p>	<p>Classified Hourly - Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$732</p>	<p>Classified Hourly - Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$150</p>
<p>C. Provide parent workshops and meetings to educate on California state standards, state and local assessments, requirements of Title I, AVID, Digital Citizenship, the benefits of Parent Connect and Parent Phone System.</p>	<p>C. Provide parent workshops and meetings to educate on California state standards, state and local assessments, requirements of Title I, AVID, Digital Citizenship, the benefits of Parent Connect and Parent Phone System.</p>	<p>Parent Enrichment Classes/workshops 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$377</p>	<p>Parent Enrichment Classes/workshops 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$0</p>
<p>D. Computer station in office for parents ensuring access to parent connect and other district resources.</p>	<p>D. Computer station in office for parents ensuring access to parent connect and other district resources.</p>	<p>School Events/ Materials (i.e. assemblies, incentive events, etc.) 4000-4999: Books And Supplies Title I Basic -- 3010 \$4100</p>	<p>School Events/ Materials (i.e. assemblies, incentive events, etc.) 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,000</p>
<p>E. Fall and Spring picnics, Band performances, Winter Performances, Talent show, Fall and Spring festivals, classroom volunteering, and awards assemblies provide opportunities for increased parent connection to the school.</p>	<p>E. Fall and Spring picnics, Band performances, Winter Performances, Talent show, Fall and Spring festivals, classroom volunteering, and awards assemblies provide opportunities for increased parent connection to the school. (Modified due to COVID)</p>	<p>Translator / Clerk Typist (.5 position) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$33220</p>	<p>Translator / Clerk Typist (.5 position) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$33220</p>
<p>F. Parents are regularly informed in Spanish &amp; English of all important school information via Parent Connect,</p>	<p>F. Parents are regularly informed in Spanish &amp; English of all important</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Class Dojo App, phone calls, emails, notices, etc.	school information via Parent Connect, Class Dojo App, phone calls, emails, notices, etc.		
<p>3.2 Parent Education</p> <p>A. Parent workshops focus on topics of interest such as technology, AVID, cyber bullying, nutrition, mental health, parenting skills, and other topics affecting children's well-being. Parent surveys are conducted in order to determine topics for workshops.</p> <p>B. ESL classes support parents to develop literacy and oral language proficiency in English.</p>	<p>3.2 Parent Education</p> <p>A. Parent workshops focus on topics of interest such as technology, AVID, cyber bullying, nutrition, mental health, parenting skills, and other topics affecting children's well-being. Parent surveys are conducted in order to determine topics for workshops. (Modified due to COVID)</p> <p>B. ESL classes support parents to develop literacy and oral language proficiency in English. (Modified due to COVID)</p>	<p>Parent Enrichment Classes/workshops 5800: Professional/Consulting Services And Operating Expenditures Title III LEP -- 4203 \$500</p> <p>Parent Enrichment Classes/workshops 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$764</p>	<p>Parent Enrichment Classes/workshops 5800: Professional/Consulting Services And Operating Expenditures Title III LEP -- 4203 \$0</p> <p>Parent Enrichment Classes/workshops 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$0</p>
<p>3.3 Student engagement</p> <p>A. Regularly organized sports contests/activities during recess.</p> <p>B. Students volunteer to develop a Community Garden.</p> <p>C. Weekly music program.</p> <p>D. Weekly student created video broadcasts announce and promote school events/news, inspirational messages, highlight PBIS skills, the pledge of allegiance, showcases.</p> <p>E. Students participate in various activities supporting school events such as Red Ribbon Week, College &amp; Career Readiness, Anti-bullying campaigns,</p>	<p>3.3 Student engagement</p> <p>A. Regularly organized sports contests/activities during recess.</p> <p>B. Students volunteer to develop a Community Garden.</p> <p>C. Weekly music program.</p> <p>D. Weekly student created video broadcasts announce and promote school events/news, inspirational messages, highlight PBIS skills, the pledge of allegiance, showcases.</p> <p>E. Students participate in various activities supporting school events such as Red Ribbon Week, College &amp;</p>	<p>Student Council 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$400</p> <p>Student Council T-shirts 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$200</p> <p>Supplies to Support Red Ribbon Week, Student Awards, Science Fair, etc 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1300</p>	<p>Student Council 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$300</p> <p>Student Council T-shirts 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$200</p> <p>Supplies to Support Red Ribbon Week, Student Awards, Science Fair, etc 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Walk to School Day, etc. Some events are organized by the student council.</p> <p>F. Engaging school assemblies to support character development, school safety, academics, anti-bullying, etc.</p> <p>G. Student Council will support student leadership development. SC students will also support school wide initiatives, activities, and events as well as support and promote PBIS skills, peer conflict resolution skills, character development, growth mindset, and AVID implementation.</p>	<p>Career Readiness, Anti-bullying campaigns, Walk to School Day, etc. Some events are organized by the student council.</p> <p>F. Engaging school assemblies to support character development, school safety, academics, anti-bullying, etc.</p> <p>G. Student Council will support student leadership development. SC students will also support school wide initiatives, activities, and events as well as support and promote PBIS skills, peer conflict resolution skills, character development, growth mindset, and AVID implementation.</p>		

## Analysis

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

Due to COVID parent outreach took place via virtual Zoom, Google Meets, phone calls, emails, School & Class Dojo messages, parent square and in person when possible following all CDC guidelines to address academic, health, social emotional and safety concerns. The overall attendance at parent meetings dropped due to Trauma caused by COVID. Parent attendance for IEPs remained at 100% parent participation. Parent Connect, Parent Square and Class Dojo enable parents to remain connected and made aware of important school announcements. The school website, class dojo, twitter account, Intouch calls, marquee, and digital flyers have been fully implemented to communicate engagement opportunities and increase parent involvement. Our student council members are the developing leaders on our campus as they help coordinate and support our Red Ribbon Week and college and career awareness campaigns, Spring Career Day, monthly spirit day events, family events, and more. Beginning in the Fall of 2021, Student Council students became certified as peer-to-peer conflict resolution through RCOE. Parent participation in SSC, and ELAC meetings was highly encouraged. Our PTA will lead fundraising efforts for field trips and activities in the Fall of 2022 to increase parent and student engagement. We continue to address welcoming environments through facility upgrades and addressing safety needs.

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

Due to COVID guidelines parent engagement opportunities were expanded to include Parent Square Communications, Peachjar, School Dojo, Class Dojo, Instagram, emails, zoom and google meets as well as home visits following all CDC guidelines. All information continues to be communicated to parents in both English and Spanish and translating services are always available upon request. See new data 2021-2022 CHKS & Panorama Surveys

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

Due to COVID guidelines all in person activities were done virtually. COVID restrictions were modified to in person meetings effective late March 2022. One-time COVID-19 monies were used to cover the costs of many actions.

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.

Increase parent communication through Parent Square, School Dojo, Class Dojo, peachjar, Instagram, emails, virtual zoom and google meets. Pairing parent workshops/ meetings with school functions will be increased to promote higher levels of parent involvement in school as well as SSC, ELAC, & more phone calls, home visits, emails, and staff time dedicated to sharing efforts to engage parents and staff.



# 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	234,887
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	524,982.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	155,490	0.00
Title I Parent Involvement -- 3010 1902	2,021	0.00
Title I District -- 500 3010	71,649	0.00
Title III LEP -- 4203	5,727	0.00
LCFF Suppl/Conc -- 0707	126,150	0.00
LCFF District -- 500 0707	163,945	0.00



## Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	163,945.00
LCFF Suppl/Conc -- 0707	126,150.00
Title I Basic -- 3010	155,490.00
Title I District -- 500 3010	71,649.00
Title I Parent Involvement -- 3010 1902	2,021.00
Title III LEP -- 4203	5,727.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	260,870.00
2000-2999: Classified Personnel Salaries	201,417.00
4000-4999: Books And Supplies	52,321.00
5000-5999: Services And Other Operating Expenditures	9,585.00
5800: Professional/Consulting Services And Operating Expenditures	789.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	71,649.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	92,296.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	1,200.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	77,803.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	46,547.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	600.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	113,372.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	30,586.00
4000-4999: Books And Supplies	Title I Basic -- 3010	2,547.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	8,985.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	71,649.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	732.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement -- 3010 1902	789.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	2,500.00
4000-4999: Books And Supplies	Title III LEP -- 4203	3,227.00

# 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
Norma Arvayo	Principal
Nicholas Rangel	Classroom Teacher
Jonathan McClure	Classroom Teacher
Andres Alvarez	Classroom Teacher
Hilbert Castro	Other School Staff
Delia Zapien	Parent or Community Member
Claudia Anabel Rivera	Parent or Community Member
Liz Lucero	Parent or Community Member
Linda Alvarado	Parent or Community Member
Alysianna Ruiz	Parent or Community Member
Janette Barajas (Alternate)	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee



Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/18/2022.

Attested:



Principal, Norma Arvayo on 5/18/2022



SSC Chairperson, Nicholas Rangel on 5/18/2022

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto: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 measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.



## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual 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