

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Schendel Elementary School	24753666025415	12/16/2020	

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

This year's plan is responsive to the COVID-19 pandemic that has challenged the Delhi community. Specifically, the plan looks to address what was experienced during the months of March, April, and May, when instruction and communication with our students decreased tremendously, as the uncertainty and ambiguity of distance learning caused considerable disruption in day-to-day student-teacher interaction and school-home interaction

Our entire program has been impacted by COVID-19. Therefore, our Schoolwide Program is fully informed by these realities. The School Plan for Student Achievement takes into consideration the challenges faced at the closing of the previous year in order to provide a stable program during difficult times.

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

The Schendel Elementary's plan directly aligns with the district's mission to "Advancing future leaders' creativity, individuality, talents, and abilities through rigorous, dynamic educational programs", as well as with the vision of "Empowering our students to serve and lead the world". To achieve the mission and vision of the Delhi Board of Trustees, Schendel Elementary's School Plan for Student Achievement focuses on four main goals, that come from the adopted LCAP:

Goal 1 – Parent Involvement

Schendel Elementary School will ensure active parent involvement and student engagement through:

- a. Research-based parent involvement practices
- b. Family input in school decision making

c. Educational programs designed for families to empower them in supporting student achievement and success

Goal 2 – Conditions for learning:

Schendel Elementary School will provide high quality, equitable Conditions of Learning for each student through:

- a. Fully credentialed, highly qualified teachers
- b. Standards-aligned instructional materials, including educational technology

Goal 3 – Pupil Outcomes

Schendel Elementary School will ensure Pupil Outcomes exhibit access, equity, and achievement in research based instructional and support programs focused on:

- a. Student Achievement
- b. College and Career Readiness
- c. English Learners attaining proficiency in English Acquisition and Academics
- d. English Learner Reclassification and ongoing achievement

Goal 4- Engagement:

Schendel Elementary School will ensure student Engagement through:

- a. Active family and student support and intervention to increase school attendance
- b. Identification of at-risk students, intervening to reduce dropout and increase graduation rates
- c. Safe and civil school environments in which students are safe, involved, valued, and respected
- d. Evidence of healthy decision making and citizenship

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our entire program has been impacted by COVID-19. Therefore, our School Plan for Student Achievement is fully informed by these realities.

In addition to the District-Wide Roundtable in June, a survey was conducted asking parents about which type of model they would like to see in the Fall, specifically: (1) Traditional, (2) Hybrid, (3) Distance Learning, and (4) virtual independent practice. The majority of respondents preferred a Traditional Opening.

With the various changes in direction coming from the state government, all stakeholders were also surveyed on Thursday July 2, 2020, regarding the reopening of schools. Of the 412 that responded, 86% were parents, 13% were teachers, 8% were classified employees, and .5% were administrators. Responses varied from wanting students to be back in school to others not wanting students to be back in school.

>> The District has developed five phases to guide our District's return to in-person instruction.
>> Based on a survey of families, it was estimated that 300 families had poor or no connectivity, and purchased 350 internet Hot Spots.
When some of these Hot Spots did not provide the desired level of connectivity, 120 more were purchased that would access a different network.
>> Principals and school sites have regular and ongoing communication with students and parents, often about devices and connectivity.
The Technology Department is contacted and the district's technology staff make home visits when requested or necessary to address connectivity and hardware issues.
>> The District negotiated a Memorandum of Understanding with the Teachers Union to address their feedback which included among other things: (1) start date of school was pushed back from August 5th to August 20th and the work year; (2) Distance learning Procedures/Leaves including when teachers can provide instruction from home, and other instructional related issues; (3) distance Learning Accountability Requirements; (4) Evaluations/Pay and Benefits; (5) Evaluations; (6) Health and Safety Protocols including Decontamination of Classrooms and Improvement of Air Ventilation and Filtration.

Classroom Observations

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

With the addition of a new principal, the focus of systemically facilitating observation and feedback cycles became a priority for the 2020-2021 school year. The pillars for this focus are:
1. Scheduled observations: Lock in frequent & regular observations.

2. Key action steps: Identify the one or two most important areas for growth.
3. Effective feedback: Give direct face -to-face feedback that provides specific action steps for improvement.
4. Direct Accountability: Create systems to ensure feedback translates into practice

As of December 2020, the principal conducted 50 observations that included positive and constructive feedback.

SUMMARY OF FINDINGS:

1. Teachers embraced the use the district adopted digital tool Google Classroom.
2. There is a need to support teachers to differentiate rigorous instruction for all students including ELLs and students with disabilities based on multiple forms of authentic assessments, regardless of current level of achievement.
3. There is a need to support teachers with pushing students to engage in academic discourse by: Modeling academic responses, coaching students to use the formal register and academic vocabulary during 1-1 interaction, and providing opportunities for collaborative discourse that uses the formal register and academic vocabulary.
4. There is a need to develop structures for teachers to regularly receive face-to-face feedback that provides specific action steps for improvement: As of the current state, there is no calendared time for teachers to receive feedback other than email correspondence or if a teacher suggests to meet to further discuss their walkthrough.
5. There is a need to provide school-wide professional development for Tier 1 instructional supports.
6. There is a need to further systematize the RTI model, which must include school-wide professional development.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The school uses state assessments to monitor strategic planning and make modifications when the need arises. These state assessments include:

1. SBAC ELA and Math for 3rd-6th grade.
2. ELPAC to measure how well students in kindergarten (K) through grade six understand English when it is not their primary language.

Our local assessments, which are embedded within our adopted curriculums, are aligned to the Common Core State Standards and the California English Language Development Standards. Teachers use formative assessment data and benchmark data to monitor programmatic effectiveness as it pertains to our academic goals.

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

Our local assessments, which are embedded within our adopted curriculums, are aligned to the Common Core State Standards and the California English Language Development Standards. Teachers use formative assessment data and benchmark data to monitor programmatic effectiveness as it pertains to our academic goals. We utilize the Data Summary Sheet, which includes data from state assessments, as well as formative and benchmark data to ascertain which groups of students are in need of intervention support.

TK-1 students in Structured English Immersion (SEI) classes will be administered the Acadience assessment during in-person instruction. During Distance Learning (DL), they will only be administered the SBSL created Reading Inventory.

DLA TK-1 will be administered curriculum embedded assessments along with the STAR Reading Spanish as a Post for Kindergarten, and a Pre and Post for 1st grade.

SEI and DLA grades 2-6 will be administered the STAR Reading (English or Spanish; depending on the language of instruction) assessment as a Pre and a Post.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The school works in conjunction with Human Resources to ensure all teaching positions are filled with fully credentialed, highly qualified teachers. This collaboration includes the monitoring of credentials, mandated trainings and coordinating with individuals that need to update their status as credentialed and highly qualified teachers.

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

The school works in conjunction with Human Resources to ensure all teaching positions are filled in a timely manner by fully credentialed, highly qualified teachers. Due to one formal leave of absence and a mid year retirement, the school has 2 positions filled by long term substitute, and one of those has been filled with a fully credentialed, highly qualified teacher as of January.

The school provides training and support with the implementation of CCSS aligned ELA and Math curriculums and reading intervention curriculums, which includes access to all necessary materials for implementation of adopted curriculums and/or program implemented. This year provided the opportunity to further support the implementation of technology through the training and development of certificated staff.

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

The professional development scope and sequence is guided by the progress monitoring of student performance in benchmark assessments, teacher feedback and trends discovered through observation and feedback.

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

Ongoing analysis of student performance in benchmark assessments, teacher feedback and trends discovered through observation and feedback is used to activate targeted teacher support which may include focused coaching cycles by the principal and/or assigning a Teacher On Special Assignment to enable teachers to work alongside an additional content expert.

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

Teachers have two hours a week that is used for grade level collaboration. In addition, the district provides four faculty meetings throughout the year that are designated for vertical articulation.

Teaching and Learning

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

The school has adopted the use of formally vetted curriculums. This adoption includes training and support with the implementation of CCSS aligned ELA and Math curriculums and reading intervention curriculums, which includes access to all necessary materials for implementation of adopted curriculums and/or program implemented.

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

The Phase I distance learning schedule establishes sufficient live contact minutes to meet the state minimum instructional minutes so teachers monitor attendance during their live contact with students. When the asynchronous model is used, teachers assign work to the student, and after the asynchronous learning time has passed, the teacher evaluates the work and assigns a time value to the pupil's work.

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

Teachers are guided by a pacing plan that provides instructional and assessment calendars. This pacing includes the structuring of reading intervention groups in grades K-1 which are embedded during the lesson cycle. An additional 35 minute block of time was added to four days of the week for teachers to facilitate intervention groups to students in need of targeted support.

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

The school has adopted the use of formally vetted curriculums which includes access to all necessary materials for implementation of adopted curriculums and/or program implemented. This includes providing student friendly supplies to keep students involved in extended learning opportunities.

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

The school has adopted the use of formally vetted curriculums in ELA, Math, ELD and Reading Intervention. Teachers are provided training and support with the implementation of these curriculums, which includes access to all necessary materials and ongoing coaching.

Opportunity and Equal Educational Access

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

Teachers have time during their daily schedule set aside to check up on the wellbeing underperforming students. As it pertains to underperforming students, the teacher seeks to better understand the students foster home environment and coordinate support with the school site as needed.

Underperforming students are supported by instructional assistants in the classroom and they also get additional support during small group instruction.

Underperforming students who are struggling with participation and attendance will be brought on campus, as permitted by state and health officials, for on site support during distance learning. The on site support will include, but not be limited to:

Daily SEL check ins.

Instructional support during DL instruction.

Collaboration between school staff and teachers to ensure students are on track to meet academic mastery.

Evidence-based educational practices to raise student achievement

Schendel Elementary School utilizes evidence-based educational practices to raise student achievement by providing high quality, equitable Conditions of Learning for each student through fully credentialed, highly qualified teachers and using standards-aligned instructional materials, which include educational technology and implementing the following educational practices:

1. Use of data to drive adjustments to instruction and instructional programs.
2. Targeted intervention for students in need, which includes small group and individualized instruction.
3. Targeted support for ELLs, SWDs, Homeless and Foster Youth and Low Income Students in the form of small group and individualized instruction during the lesson cycle and extended support during additional tutoring time.

Parental Engagement

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

The families of under-achieving students are provided the following supports:

1. Teachers reach out directly to families of underachieving students
2. Collaboration With community organizations to provide wrap-around supports
3. Counseling services provided by district psychologists
4. Extended day tutoring

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

Stakeholders are engaged in the planning, implementation, and evaluation of programs as follows:
Family input in school decision making through governance (SSC and ELAC).

Funding

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

Schendel Elementary uses categorical funds to enable underperforming students to meet standards in the following ways:

Provide compensation to Teacher to:

Plan and develop quarterly parent training to support student achievement. Training topics focused on ELA, ELD, MATH, Social/Emotional support for students.

Support the academic needs of students and/or the needs of the school with extra hours for classified staff as necessary to support corrective reading groups.

Work in conjunction with Human Resources to ensure all teaching positions are filled in a timely manner by fully credentialed, highly qualified teachers.

Copier maintenance.

Provide additional training and support with the implementation of CCSS aligned ELA and Math curriculums, including but not limited to program training.

Provide additional training and support for staff to assist with the implementation of corrective reading.

Provide student friendly supplies and environment to keep students involved in extended learning opportunities.

Support the implementation of technology through the training and development of certificated staff.

Enhance instruction by providing access to the copying of instructional materials as needed.

Ensure all students, teachers, and staff have the supplies and materials needed to support the diverse instructional needs of every students.

Provide all necessary materials for implementation of adopted curriculums and/or program implemented.

3rd - 6th grade students to be provided intervention based on identified student needs. Intervention to take place after school utilizing Corrective Reading Decoding curriculum.

Decrease officer referrals, lost time and suspensions by focusing on Positive Behavior Intervention and Supports incentives and rewards.

Provide identified students access to corrective reading by establishing a tutoring block of Corrective Reading time.

Materials to be ordered for all students needing corrective reading support. "

Provide promotional items, promotional activities, incentives, awards, and/or recognitions regarding student academics, attendance, and character/social development.

Fiscal support (EPC)

Schendel Elementary created actions and activities aligned to those of the Delhi Unified School District to meet the ESSA requirements under Title I, Title II, Title III, and Title IV. Specifically: Title I deals with Parent Involvement, Educator Equity, and the establishment and maintenance of programs that improve the educational opportunities of low-income and disadvantaged students; Title II deals with Professional Development to Support Teachers, Other School Leaders, and Administrators; Title III deals with English Learner Support Through Staff Training, Programmatic Quality, and Activities to Ensure English Proficiency and Academic Achievement; and Title IV deals with Student access to, and opportunities for a well-rounded education for all students; school conditions for student learning in order to create a healthy and safe school environment; and access to personalized learning experiences supported by technology and professional development for effective use of data and technology.

The ESSA requirements mentioned above are aligned to DUSD's Local Control Accountability Plan. To achieve this, the Delhi Board of Trustees has approved the LCAP which focuses on four main goals:

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

In addition to the District-Wide Roundtable in June and the survey conducted in July, the School Site Council consulted regarding the current plan on December 16, 2020 and will begin the planning process for the upcoming school year (2021-2022) on the following dates:

January 13, 2021

February 17, 2021

March 17, 2021

The English Learner Advisory Committee will be consulted regarding the plan on February 1, 2021.

Resource Inequities

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

The following resource inequities have been identified:

PROFESSIONAL DEVELOPMENT

1. There is a need to implement professional development on the following:

A. How to differentiate rigorous instruction for all students including ELLs and students with disabilities based on multiple forms of authentic assessments.

B. How to guide teachers with pushing students to engage in academic discourse by: Modeling academic responses, coaching students to use the formal register and academic vocabulary during 1-1 interaction, and providing opportunities for collaborative discourse that uses the formal register and academic vocabulary,

C. Aligned best practices for RTI Model

PROFESSIONAL CAPITAL

1. There is a need to develop a master schedule that will fit structures for teachers to regularly receive face-to-face feedback that provides specific action steps for improvement.

BUDGET

There is a need to further systematize the RTI model, which must include school-wide professional development and additional staffing in the form of an RTI specialist.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.20%	0.22%	0.22%	1	1	1
African American	%	%	0%			0
Asian	0.39%	0.45%	0.66%	2	2	3
Filipino	%	%	0%			0
Hispanic/Latino	94.08%	93.74%	92.04%	477	419	416
Pacific Islander	%	%	0.22%			1
White	5.13%	5.59%	6.86%	26	25	31
Multiple/No Response	%	%	0%			0
Total Enrollment				507	447	452

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	76	52	59
Grade 1	58	62	45
Grade 2	73	50	73
Grade3	78	69	56
Grade 4	70	78	67
Grade 5	67	66	85
Grade 6	85	69	67
Grade 7		1	
Total Enrollment	507	447	452

Conclusions based on this data:

1. There is an enrollment decline, which is aligned to the trends experienced by public schools state-wide.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	226	238	220	44.6%	53.2%	48.7%
Fluent English Proficient (FEP)	112	101	94	22.1%	22.6%	20.8%
Reclassified Fluent English Proficient (RFEP)	69	32	7	23.2%	14.2%	2.9%

Conclusions based on this data:

1. English Learners continue to represent a high percentage of the student population.
2. Schoolwide language acquisition strategies would help a large percentage of the student population.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	68	74	68	67	74	68	67	74	68	98.5	100	100
Grade 4	65	69	78	63	68	77	63	68	77	96.9	98.6	98.7
Grade 5	89	68	70	88	65	68	88	65	68	98.9	95.6	97.1
Grade 6	69	87	72	66	86	72	66	86	72	95.7	98.9	100
All Grades	291	298	288	284	293	285	284	293	285	97.6	98.3	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2380.0	2375.4	2380.0	10.45	12.16	5.88	16.42	9.46	25.00	23.88	28.38	19.12	49.25	50.00	50.00
Grade 4	2429.2	2436.9	2423.5	12.70	13.24	12.99	23.81	20.59	22.08	15.87	22.06	15.58	47.62	44.12	49.35
Grade 5	2443.3	2453.5	2473.5	5.68	9.23	10.29	20.45	21.54	30.88	21.59	20.00	23.53	52.27	49.23	35.29
Grade 6	2495.3	2494.4	2505.3	12.12	9.30	12.50	25.76	23.26	27.78	27.27	31.40	30.56	34.85	36.05	29.17
All Grades	N/A	N/A	N/A	9.86	10.92	10.53	21.48	18.77	26.32	22.18	25.94	22.11	46.48	44.37	41.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.94	10.81	13.24	29.85	41.89	38.24	58.21	47.30	48.53
Grade 4	9.52	8.82	15.58	53.97	54.41	38.96	36.51	36.76	45.45
Grade 5	9.09	18.46	16.18	35.23	38.46	48.53	55.68	43.08	35.29
Grade 6	12.12	11.63	19.44	46.97	43.02	43.06	40.91	45.35	37.50
All Grades	10.56	12.29	16.14	40.85	44.37	42.11	48.59	43.34	41.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.45	13.51	11.76	49.25	36.49	45.59	40.30	50.00	42.65
Grade 4	11.11	10.29	12.99	41.27	54.41	38.96	47.62	35.29	48.05
Grade 5	12.50	13.85	25.00	47.73	47.69	44.12	39.77	38.46	30.88
Grade 6	16.67	12.79	18.06	40.91	52.33	51.39	42.42	34.88	30.56
All Grades	12.68	12.63	16.84	45.07	47.78	44.91	42.25	39.59	38.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.45	8.11	8.82	61.19	64.86	63.24	28.36	27.03	27.94
Grade 4	9.52	13.24	12.99	60.32	64.71	63.64	30.16	22.06	23.38
Grade 5	2.27	9.23	10.29	59.09	52.31	55.88	38.64	38.46	33.82
Grade 6	9.09	11.63	9.72	60.61	63.95	68.06	30.30	24.42	22.22
All Grades	7.39	10.58	10.53	60.21	61.77	62.81	32.39	27.65	26.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.94	13.51	7.35	41.79	44.59	44.12	46.27	41.89	48.53
Grade 4	19.05	16.18	10.39	38.10	48.53	41.56	42.86	35.29	48.05
Grade 5	11.36	12.31	11.76	38.64	40.00	57.35	50.00	47.69	30.88
Grade 6	19.70	17.44	13.89	56.06	55.81	56.94	24.24	26.74	29.17
All Grades	15.14	15.02	10.88	43.31	47.78	49.82	41.55	37.20	39.30

Conclusions based on this data:

1. A considerable percentage of students (41.75) are reading below standard, which is similar to the percentage (41.05) of students not meeting standards in ELA.
2. There is a need to strengthen the reading program.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	68	74	68	67	74	68	67	74	68	98.5	100	100
Grade 4	66	70	79	66	69	79	66	69	79	100	98.6	100
Grade 5	89	68	70	89	68	69	89	68	69	100	100	98.6
Grade 6	69	87	72	68	86	72	68	86	72	98.6	98.9	100
All Grades	292	299	289	290	297	288	290	297	288	99.3	99.3	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2398.2	2388.3	2406.3	4.48	4.05	4.41	22.39	20.27	23.53	35.82	29.73	44.12	37.31	45.95	27.94
Grade 4	2444.3	2437.9	2430.9	9.09	4.35	8.86	16.67	20.29	15.19	46.97	40.58	30.38	27.27	34.78	45.57
Grade 5	2462.5	2449.4	2460.0	7.87	8.82	10.14	7.87	7.35	15.94	39.33	26.47	20.29	44.94	57.35	53.62
Grade 6	2492.0	2499.7	2489.2	5.88	11.63	13.89	26.47	16.28	12.50	30.88	39.53	30.56	36.76	32.56	43.06
All Grades	N/A	N/A	N/A	6.90	7.41	9.38	17.59	16.16	16.67	38.28	34.34	31.25	37.24	42.09	42.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.94	9.46	10.29	46.27	36.49	54.41	41.79	54.05	35.29
Grade 4	16.67	13.04	16.46	31.82	37.68	26.58	51.52	49.28	56.96
Grade 5	12.36	11.76	17.39	26.97	23.53	24.64	60.67	64.71	57.97
Grade 6	19.12	22.09	23.61	32.35	31.40	25.00	48.53	46.51	51.39
All Grades	14.83	14.48	17.01	33.79	32.32	32.29	51.38	53.20	50.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.43	10.81	13.24	50.75	36.49	48.53	35.82	52.70	38.24
Grade 4	6.06	4.35	10.13	45.45	55.07	31.65	48.48	40.58	58.23
Grade 5	7.87	8.82	8.70	33.71	35.29	34.78	58.43	55.88	56.52
Grade 6	8.82	10.47	11.11	42.65	48.84	41.67	48.53	40.70	47.22
All Grades	8.97	8.75	10.76	42.41	44.11	38.89	48.62	47.14	50.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.46	9.46	11.76	55.22	45.95	48.53	37.31	44.59	39.71
Grade 4	12.12	14.49	13.92	46.97	40.58	35.44	40.91	44.93	50.63
Grade 5	6.74	2.94	8.70	44.94	42.65	40.58	48.31	54.41	50.72
Grade 6	14.71	11.63	18.06	47.06	36.05	30.56	38.24	52.33	51.39
All Grades	10.00	9.76	13.19	48.28	41.08	38.54	41.72	49.16	48.26

Conclusions based on this data:

1. A considerable percentage (42.71) of students did not meet standard in mathematics, with 53.62 in grade five.
2. There is a need to strengthen the mathematics program.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1437.7	1443.9	1446.2	1451.3	1417.8	1426.4	60	33
Grade 1	1447.1	1464.1	1456.8	1468.0	1436.8	1459.7	32	46
Grade 2	1473.3	1482.5	1476.6	1490.1	1469.4	1474.3	31	30
Grade 3	1475.2	1487.7	1473.2	1485.0	1476.7	1489.8	37	24
Grade 4	1499.6	1508.9	1497.0	1504.2	1501.8	1513.0	21	39
Grade 5	1499.7	1510.4	1487.2	1497.4	1511.8	1523.1	39	23
Grade 6	1512.8	1528.2	1502.7	1523.2	1522.5	1532.9	26	38
All Grades							246	233

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.67	15.15	33.33	57.58	20.00	21.21	*	6.06	60	33
1	*	8.70	37.50	60.87	*	21.74	*	8.70	32	46
2	*	10.00	45.16	50.00	*	36.67	*	3.33	31	30
3		8.33	*	45.83	48.65	37.50	*	8.33	37	24
4	*	20.51	*	33.33	*	35.90	*	10.26	21	39
5	*	17.39	46.15	43.48	*	17.39	*	21.74	39	23
6	*	21.05	46.15	52.63	*	13.16	*	13.16	26	38
All Grades	23.58	14.59	37.80	49.79	26.83	25.75	11.79	9.87	246	233

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.33	15.15	26.67	63.64	*	15.15	*	6.06	60	33
1	34.38	21.74	53.13	54.35	*	17.39	*	6.52	32	46
2	64.52	26.67	*	56.67	*	16.67	*	0.00	31	30
3	*	25.00	51.35	54.17	29.73	12.50	*	8.33	37	24
4	*	35.90	57.14	43.59		12.82	*	7.69	21	39
5	33.33	39.13	43.59	30.43	*	17.39	*	13.04	39	23
6	*	42.11	*	34.21	*	10.53	*	13.16	26	38
All Grades	39.02	29.18	39.43	48.50	13.41	14.59	8.13	7.73	246	233

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.00	12.12	25.00	45.45	28.33	36.36	*	6.06	60	33
1	*	8.70	*	41.30	*	41.30	*	8.70	32	46
2	*	10.00	41.94	26.67	*	36.67	*	26.67	31	30
3		0.00	*	29.17	40.54	50.00	54.05	20.83	37	24
4	*	10.26	*	23.08	*	51.28	*	15.38	21	39
5	*	13.04	41.03	21.74	28.21	39.13	*	26.09	39	23
6	*	7.89	*	31.58	42.31	44.74	*	15.79	26	38
All Grades	17.48	9.01	26.83	32.19	30.49	42.92	25.20	15.88	246	233

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	68.33	12.12	30.00	84.85	*	3.03	60	33
1	53.13	65.22	43.75	32.61	*	2.17	32	46
2	64.52	40.00	*	60.00	*	0.00	31	30
3	*	4.17	75.68	83.33	*	12.50	37	24
4	*	25.64	*	66.67	*	7.69	21	39
5	43.59	13.04	38.46	60.87	*	26.09	39	23
6	*	21.05	57.69	60.53	*	18.42	26	38
All Grades	45.53	29.18	44.31	61.80	10.16	9.01	246	233

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.33	18.18	50.00	75.76	*	6.06	60	33
1	43.75	4.35	50.00	82.61	*	13.04	32	46
2	64.52	16.67	*	83.33	*	0.00	31	30
3	*	54.17	64.86	37.50	*	8.33	37	24
4	61.90	46.15	*	46.15	*	7.69	21	39
5	35.90	52.17	48.72	30.43	*	17.39	39	23
6	46.15	55.26	42.31	31.58	*	13.16	26	38
All Grades	43.09	33.05	47.15	57.51	9.76	9.44	246	233

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	18.33	6.06	75.00	87.88	*	6.06	60	33
1	37.50	28.26	34.38	56.52	*	15.22	32	46
2	*	6.67	51.61	63.33	*	30.00	31	30
3		4.17	32.43	50.00	67.57	45.83	37	24
4	*	5.13	*	56.41	*	38.46	21	39
5	*	21.74	56.41	47.83	*	30.43	39	23
6	*	7.89	*	60.53	73.08	31.58	26	38
All Grades	17.48	12.02	48.78	60.94	33.74	27.04	246	233

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.67	63.64	20.00	27.27	18.33	9.09	60	33
1	*	8.70	62.50	80.43	*	10.87	32	46
2	*	13.33	70.97	70.00	*	16.67	31	30
3	*	4.17	72.97	91.67	*	4.17	37	24
4	*	23.08	66.67	71.79	*	5.13	21	39
5	*	0.00	64.10	78.26	*	21.74	39	23
6	*	21.05	69.23	71.05	*	7.89	26	38
All Grades	28.46	20.17	56.10	69.53	15.45	10.30	246	233

Conclusions based on this data:

1. 87.98% of English Learners are below well developed in reading, with 62% of students in the beginning level belonging to 5th and 6th grade.
2. There is a need to explicitly align Tiered reading support with the ELPAC reading domain.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
447	86.6	53.2	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	238	53.2
Foster Youth	3	0.7
Socioeconomically Disadvantaged	387	86.6
Students with Disabilities	40	8.9





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	0.2
Asian	2	0.4
Hispanic	419	93.7
White	25	5.6

Conclusions based on this data:

1. A great majority of the student population is Socioeconomically Disadvantaged and half are English Learners.
2. Instructional practices need to directly align to best practices of language acquisition and educating underserved populations.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1. There is a need to strengthen student culture/engagement as evidenced by chronic absenteeism and suspension.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 38 points below standard Increased ++7.4 points 265	 Yellow 44.3 points below standard Increased ++14.9 points 194	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 41.9 points below standard Increased ++7.4 points 244	 Orange 118.1 points below standard Increased ++3.4 points 36

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 36.9 points below standard Increased ++7 points 248	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 54.1 points below standard Increased Significantly ++21.9 points 17

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 81.6 points below standard Increased Significantly ++20.3 points 114	Reclassified English Learners 8.8 points above standard Increased ++7.8 points 80	English Only 36.8 points below standard Maintained ++2.5 points 62
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Conclusions based on this data:

- SWD are underperforming at greater rate than their peers.
- English Language Learners are underperforming at greater rate than their peers that are English Only.

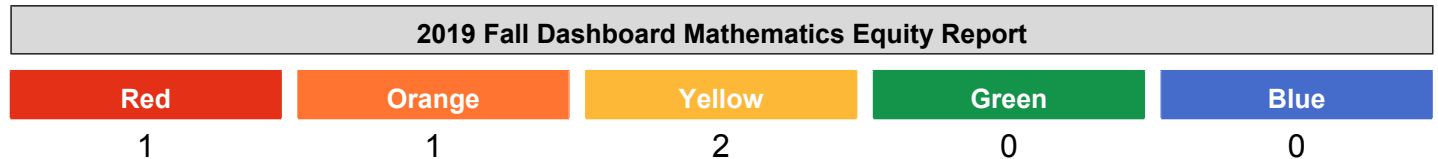
School and Student Performance Data

Academic Performance Mathematics





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





This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 <p>Yellow</p> <p>51.1 points below standard</p> <p>Increased ++5 points</p> <p>265</p>	 <p>Yellow</p> <p>59 points below standard</p> <p>Increased ++8.1 points</p> <p>194</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 <p>Orange</p> <p>55.1 points below standard</p> <p>Maintained ++2.9 points</p> <p>244</p>	 <p>Red</p> <p>145.2 points below standard</p> <p>Declined -8.4 points</p> <p>36</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 50 points below standard Increased ++4.6 points 248			 No Performance Color 66.6 points below standard Increased Significantly ++23.6 points 17

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
99.1 points below standard Increased ++5.7 points 114	1.9 points below standard Increased ++12 points 80	45 points below standard Maintained ++2.8 points 62

Conclusions based on this data:

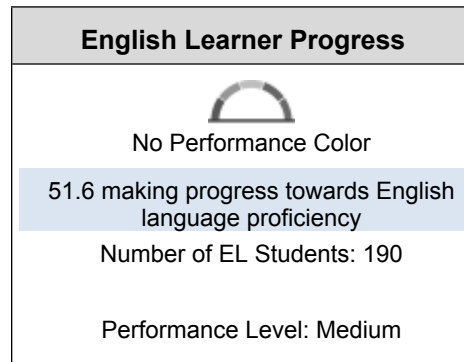
1. SWD are underperforming at greater rate than their peers.
2. English Language Learners are underperforming at greater rate than their English Only speaking peers.

School and Student Performance Data

Academic Performance English Learner Progress

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
18.4		3.1	48.4

Conclusions based on this data:

1. There is a need to further explore the strategies that assisted 48.4% of students to progress at least one level to systematize supports for all in order to assist the 51.6% that did not make progress of at least one ELPI level.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

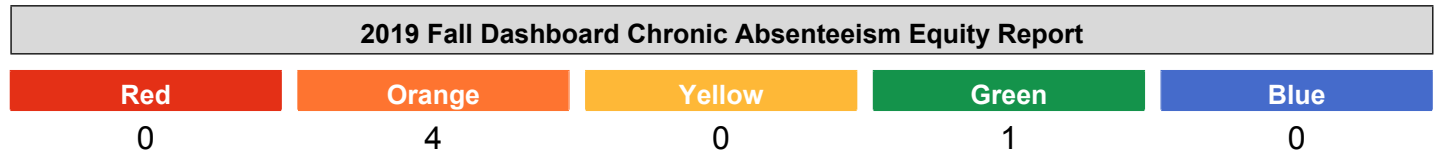
School and Student Performance Data

Academic Engagement Chronic Absenteeism

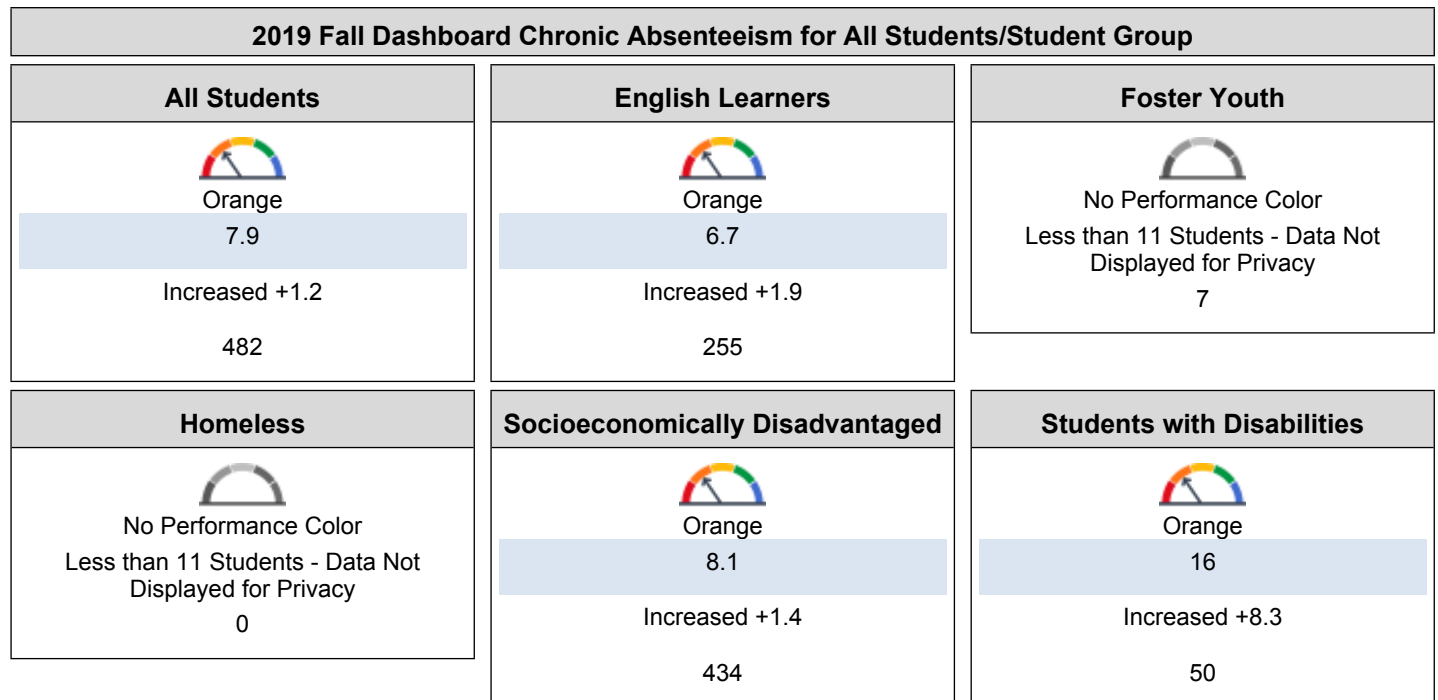
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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



2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Orange 7.5 Increased +1.5 442	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Green 9.1 Declined -10.9 33

Conclusions based on this data:

1. All student groups experienced an increase in chronic absenteeism, with SWD experiencing the greatest increase.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. N/A

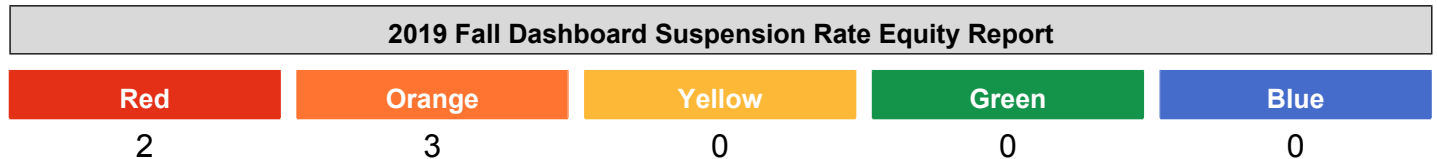
School and Student Performance Data

Conditions & Climate Suspension Rate






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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  <p>Orange</p> <p>3</p> <p>Increased +1.2</p> <p>502</p>	English Learners  <p>Orange</p> <p>3</p> <p>Increased +1.3</p> <p>266</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>
Homeless	Socioeconomically Disadvantaged  <p>Orange</p> <p>3.1</p> <p>Increased +1.3</p> <p>449</p>	Students with Disabilities  <p>Red</p> <p>9.6</p> <p>Increased +2.1</p> <p>52</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 4	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2 Increased +0.8 459	 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 3	 Red 15.2 Increased +3 33

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	3

Conclusions based on this data:

1. There is a need to explore the behavior support plan development and implementation for SWD due to the increase in their suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parental Involvement

LEA/LCAP Goal

LEA Goal:

Community Relations

LCAP Goal:

Goal Area 1: State Priority: Engagement - Delhi Unified School District will ensure active parent involvement and student engagement

Goal 1

Schendel Elementary School will ensure active parent involvement and student engagement through:

- a. Research-based parent involvement practices
 - b. Family input in school decision making
 - c. Educational programs designed for families to empower them in supporting student achievement and success
- What data did you use to form this goal (findings from data analysis)?

The data used is from:

- a. LCAP
- b. Stakeholder attendance rates for 2015-2016, 2016-2017, 2017-2018

Group data to be collected to measure gains:

Data will be collected monthly regarding stakeholder attendance to be analyzed annually at the minimum.

Strategy:

Strategies include:

- a. Provide research-based family engagement practices
- b. Provide opportunities for family input in school decision making

Groups participating in this goal (e.g., students, parents, teachers, administrators):

The focus students are all students.

Identified Need

How does this goal align to your Local Educational Agency Plan goals?:

Goal Area 1: State Priority: Engagement - Delhi Unified School District will ensure active parent involvement and student

Engagement through:

- a. Increase parent involvement 2.5% – 5% from base year 2017-2018 across three years.
- b. Family input in school decision making will increase through governance participation by 2.5% - 5% from base year 2017-2018 across three years.
- c. Educational programs, designed for families, to empower them in supporting student achievement and success will increase through program offerings and participation data by 2.5% - 5% from base year 2017-2018 across three years.

What did the analysis of the data reveal that led you to this goal?

For the 2015-2016 school year: 171 stakeholders attended events.

For the 2016-2017 school year: 199 stakeholders attended events.

The analysis of this data shows an increase of 16%, thus leading to the development of this goal.

Which stakeholders were involved in analyzing data and developing this goal?

Invitations were extended to stakeholders including but not limited to parents, staff, and the community.

Anticipated annual growth for each group:

The expected growth is in line with Delhi's LCAP of 2.5%-5%.

Means of evaluating progress toward this goal:

For this particular goal, stakeholder attendance data will be collected for measurement and analysis.

Actions to improve achievement to exit program improvement (if applicable).

N/A

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The expected growth is in line with Delhi's LCAP of 2.5%-5%.	For the 2015-2016 school year: 171 stakeholders attended events	Will be revisited after Distance Learning.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>For the 2016-2017 school year: 199 stakeholders attended events</p> <p>The analysis of this data shows an increase of 16%, thus leading to the development of this goal.</p>	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Provide light snacks at parent/community involvement events

Strategy/Activity

Parent Trainings:

Provide compensation to Teacher to:

Plan and develop quarterly parent training to support student achievement. Training topics focused on ELA, ELD, MATH, Social/Emotional support for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,205.00	Title I Part A: Basic Grants Low-Income and Neglected
800.00	Title I Part A: Parent Involvement
	Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

	None Specified
	Parent Involvement

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

To be implemented during the second half of the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID- 19 adjustments, this strategy will be implemented during he second half of the academic year.

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.

This will be revisited during January-March of 20201.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Conditions of Learning

LEA/LCAP Goal

LEA Goal:
Educational Excellence

LCAP Goal:
Goal Area 3: State Priority: Conditions of Learning - Delhi Unified School District will provide high quality, equitable Conditions of Learning for each student

Goal 2

Schendel Elementary School will provide high quality, equitable Conditions of Learning for each student through:

- a. Fully credentialed, highly qualified teachers
- b. Standards-aligned instructional materials, including educational technology
- c. Researched based instruction in Common Core State Standards, English Language Development, Academic Content, and Academic Standards in every classroom
- d. Maintaining and improving learning environments with facilities in good repair
- e. Access to a broad course of study

Identified Need

What data did you use to form this goal (findings from data analysis)?

The data used is:

- a. Highly Qualified Teacher (HQT) at 100% for 2017
- b. 2017 Williams Settlement Sufficiency Instructional Materials – MET

Group data to be collected to measure gains:

Data will be evaluated annually at a minimum.

Strategy:

Strategies include:

- a. Fully credentialed, highly qualified teachers

- b. Standards-aligned instructional materials, including educational technology
- c. Researched based instruction in Common Core State Standards, English Language Development, Academic Content, and Academic Standards in every classroom
- d. Maintaining and improving learning environments with facilities in good repair
- e. Access to a broad course of study

Groups participating in this goal (e.g., students, parents, teachers, administrators):

The focus students are:

- a. All students
- b. Intermediate students

How does this goal align to your Local Educational Agency Plan goals?:

Goal Area 3: State Priority: Conditions of Learning - Delhi Unified School District will provide high quality, equitable Conditions of Learning for each student through:

- a. Fully credentialed, highly qualified teachers
- b. Standards-aligned instructional materials, including educational technology
- c. Researched based instruction in Common Core State Standards, English Language Development, Academic Content, and Academic Standards in every classroom
- d. Maintaining and improving learning environments with facilities in good repair
- e. Access to a broad course of study
- f. CTE Participation

What did the analysis of the data reveal that led you to this goal?

Maintaining high quality conditions of learning will support the improvement of the learning environment. Which stakeholders were involved in analyzing data and developing this goal?

Invitations were extended to stakeholders including but not limited to parents, staff, and the community.

Anticipated annual growth for each group:

The expected growth is in line with Delhi's LCAP of 2.5%-5% student achievement growth.

Means of evaluating progress toward this goal:

The data to be collected will be:

- a. Highly qualified teacher percentage
- b. Williams Settlement Sufficiency Instructional Materials

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Highly qualified teacher percentage: 100%	Highly qualified teacher percentage: 88%	Highly qualified teacher percentage: 100%
Williams Settlement Sufficiency Instructional Materials		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Underperforming Students

Strategy/Activity

Improve Student Achievement - Classified Extra Hours

Task:

Support the academic needs of students and/or the needs of the school with extra hours for classified and certificated staff as necessary.

Certificated/Classified staff used to support corrective reading groups.

Measures:

STAR reading assessment for students enrolled in afterschool Corrective Reading (CR).

100% of students should demonstrate growth on STAR reading assessments that are enrolled in after school CR tutoring.

People Assigned:

Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13,115.00

Source(s)

Unrestricted

Extra hours for staff

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Highly Qualified Teachers

Task:

Work in conjunction with Human Resources to ensure all teaching positions are filled in a timely manner by fully credentialed, highly qualified teachers.

People Assigned:

Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Copier Maintenance

Task:

Copier maintenance

People Assigned:

School Secretary

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

Unrestricted

Base

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students / Underperforming students

Strategy/Activity

Professional Development: Research based instruction and curriculum

Task:

Provide training and support with the implementation of CCSS aligned ELA and Math curriculums, including but not limited to program training.

Provide additional training and support for all staff to assist with the implementation of corrective reading, intervention block..

Measures:

100% of certificated and classified staff trained in corrective reading.

People Assigned:

All staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Benchmark Advance Professional Development

23,466.00

Title I Part A: Basic Grants Low-Income and Neglected

Professional Development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Extended Learning During Non-Academic Time

Task:

Provide student friendly supplies and environment to keep students involved in extended learning opportunities.

People Assigned:

Administration

Librarian

School Secretary

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Environment for Extended Learning

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology

Task:

Support the implementation of technology through the training and development of certificated staff.

Measures:

100% of teachers to receive Google training (Classroom, Drive, Forms)

Develop teacher leaders to support training by growing amount of teachers certified by Google.

People Assigned:

Admin

Certificated Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Professional Development

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Corrective Reading tutoring will begin at the start of the second half of the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19 implementation of the corrective reading support will begin in 2021.

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.

This will be revisited in Jan- March of 2021.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Pupil Outcomes

LEA/LCAP Goal

LEA Goal:
Educational Excellence

Goal 3

Schendel Elementary School will ensure Pupil Outcomes exhibit access, equity, and achievement in research based

instructional and support programs focused on:

- a. Student Achievement
- b. College and Career Readiness
- c. English Learners attaining proficiency in English Acquisition and Academics d. English Learner Reclassification and ongoing achievement

Identified Need

What data did you use to form this goal (findings from data analysis)?

The goal was formed based on:

1. CELDT AMAO 1 and 2 data
2. SBAC score comparison from 2016-2017 and 2017-2018

Group data to be collected to measure gains:

Data will be monitored throughout the year. Formative assessments will be evaluated after administering the test. PLC collaboration time will frequently be used for evaluation of data.

Strategy:

Strategies include:

- a. Student achievement
- b. College and Career Readiness
- c. English Learners attaining proficiency in English acquisition and academics

d. English Learner reclassification and ongoing achievement

Groups participating in this goal (e.g., students, parents, teachers, administrators):

The focus students are:

1. All students

How does this goal align to your Local Educational Agency Plan goals?:

Delhi Unified School District will ensure Pupil Outcomes exhibit access, equity, and achievement in research based instructional and support programs focused on:

- a. Increase achievement for all students in Math and ELA by 2.5% - 5% over base year 2017-2018 across three years.
- b. Increase English Learner Proficiency percentage by 2.5% - 5% over base year 2017-2018 across three years.
- c. Increase Reclassification percentage by 2.5% - 5% over base year 2017-2018 across three years.

What did the analysis of the data reveal that led you to this goal?

The analysis revealed:

1. CELDT AMAO 1 and 2 were not met.
2. SBAC data regarding the percentage of students scoring Standard Met or Standard Exceeded for 3rd-6th grade for the 2017-

2018 school year when compared to the 2016-2017 school year showed:

- A. A decline of 6% in ELA for 3rd, 5th, and 6th grades. 4th grade increased by 2%.
- B. A decline of 10% or less in Math for 3rd grade, 5th grade, and 6th grade. 4th grade increased by 3%.

Which stakeholders were involved in analyzing data and developing this goal?

Invitations were extended to stakeholders including but not limited to parents, staff, and the community.

Anticipated annual growth for each group:

The expected growth is:

1. To increase the percentage of students scoring Standard Met or Standard Exceeded in both ELA and Math by 2.5%-5%.
2. To Increase English Learner proficiency and reclassification by 2.5%-5%

Means of evaluating progress toward this goal:

The data collected will be SBAC scores for formal analysis. Throughout the school year site based assessment data, such as formative assessments, quizzes, and tests will be analyzed to address any student achievement deficiencies prior to administering the SBAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. To increase the percentage of students scoring Standard Met or Standard Exceeded in both ELA and Math by 2.5%-5%. 2. To Increase English Learner proficiency and reclassification by 2.5%-5%	2018-2019: ELA Standard Met or Standard Exceeded -36.8% Math Standard Met or Standard Exceeded - 26%	ELA Standard Met or Standard Exceeded -39% Math Standard Met or Standard Exceeded - 29%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Ensure all students, teachers, and staff have the supplies and materials needed to support the diverse instructional needs of every students.

Strategy/Activity

Chromebooks

Task:

Purchase 87 Chromebooks to support student learning aligned to College and Career Readiness skills.

People Assigned:

Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

\$0.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Chromebooks

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Enhance instruction by providing access to the copying of instructional materials as needed.

Strategy/Activity

C o p i e s

Task:

Enhance instruction by providing access to the copying of instructional materials as needed.

People Assigned:

Teacher and administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

\$10,242.00

Source(s)

Unrestricted

Copies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Provide all necessary materials for implementation of adopted curriculums and/or program implemented.

Strategy/Activity

Improve Student Achievement - School Supplies

Task:

Ensure all students, teachers, and staff have the supplies and materials needed to support the diverse instructional needs of every students.

People Assigned:

Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

\$21,460.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

\$9,788.00

Unrestricted

School Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Improve Student Achievement - Curriculum & Program Materials

Strategy/Activity

Improve Student Achievement - Curriculum & Program Materials

Task:

Provide all necessary materials for implementation of adopted curriculums and/or program implemented.

People Assigned:

Librarian

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

\$0.00

Source(s)

Lottery: Instructional Materials

Curricular & Program Materials/Books

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

3rd - 6th grade students to be provided intervention based on identified student needs. Intervention to take place after school utilizing Corrective Reading Decoding curriculum.

Strategy/Activity

Intervention

Task:

3rd - 6th grade students to be provided intervention based on identified student needs. Intervention to take place during and after school utilizing Corrective Reading Decoding and Comprehension curriculum.

Measures:

1. Assessment results (e.g. STAR, Corrective Reading)

People Assigned:

1. Administration
2. Certificated staff
3. Classified staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$50,216.00	Title I Part A: Basic Grants Low-Income and Neglected Corrective Reading Tutoring

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Decrease officer referrals, lost time and suspensions by focusing on Positive Behavior Intervention and Supports incentives and rewards.

Strategy/Activity

PBIS

Task:

Decrease officer referrals, lost time and suspensions by focusing on Positive Behavior Intervention and Supports incentives and rewards.

Measures:

Decrease suspensions by 25%

Decrease office referrals by 25%

Increase positive recognition and rewards for students

People Assigned:

All site staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

\$10,000.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

PBIS

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Provide identified students access to corrective reading by establishing a tutoring block of Corrective Reading time.

Materials to be ordered for all students needing corrective reading support.

Strategy/Activity

Corrective Reading Block

Task:

Provide ALL students access to corrective reading by establishing a school wide block of Corrective Reading time.

Materials to be ordered for all students needing corrective reading support.

Measures:

Growth by all students on STAR reading assessment

Passing of corrective reading assessments

Growth by all students in fluency

People Assigned:

All staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

\$20,000.00

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Corrective Reading Support

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The school is still developing the corrective reading program, as the COVID-19 Pandemic impacted the instructional program. The reading intervention program will begin during the second half of the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The expenditures may be lessened due to slowed implementation.

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.

The SSC will revisit this goal in January-March of 2021.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement

LEA/LCAP Goal

LEA Goal:

Student Well-Being

LCAP Goal:

Goal Area 4: State Priority: Engagement- Delhi Unified School District will ensure student Engagement

Goal 4

Schendel Elementary School will ensure student Engagement through:

- a. Active family and student support and intervention to increase school attendance
- b. Identification of at-risk students, intervening to reduce dropout and increase graduation rates.
- c. Safe and civil school environments in which students are safe, involved, valued, and respected
- d. Evidence of healthy decision making and citizenship

Identified Need

What data did you use to form this goal (findings from data analysis)?

The data used is from:

- a. LCAP
- b. Site-based attendance and discipline data

Group data to be collected to measure gains:

Through the metrics.

Strategy:

Strategies include:

- a. Provide active family and student support and intervention to increase school attendance.
- b. Identification of at-risk students, intervening to increase student achievement.
- c. Provide safe and civil school environments in which students are safe, involved, valued, and respected.
- d. Support healthy decision making and citizenship.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

All students are the focus.

How does this goal align to your Local Educational Agency Plan goals?

- a. Increase services to support social behavioral intervention
- b. Increase intervention and monitoring of subgroup data
- c. Increase family and student participation and feedback in school programs
- d. Increase healthy decision making and citizenship

What did the analysis of the data reveal that led you to this goal?

For the 2016-2017 school year, DUSD rate of:

- a. Participation for the California Healthy Kids Survey (CHKS) by parents was 3.5% and by student 85% (for 5th-12th grade).
- b. Student attendance 96%
- c. Student suspensions 4.1%
- d. Expulsions 0.07%

Which stakeholders were involved in analyzing data and developing this goal?

Stakeholders include, but are not limited to, DUSD staff, parents, and community members.

Anticipated annual growth for each group:

The expected growth is to Increase participation rates of parents and students by 2.5% - 5% over baseline year 2016-2017 across three years.

The expected growth is to maintain attendance at 95% or higher; maintain Suspensions and Expulsions to no more than 1%.

Means of evaluating progress toward this goal:

The data to be collected is from surveys, such as the CHKS, and attendance, suspension, and expulsion data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site-based attendance and discipline data	2019: 7.9% chronically absent 3% suspended at least once	TBD; Distance Learning.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Provide promotional items, promotional activities, incentives, awards, and/or recognitions regarding student academics, attendance, and character/social development.

Strategy/Activity

Promotional Activities/Items and Incentives/Recognitions

Task:

Provide promotional items, promotional activities, incentives, awards, and/or recognitions regarding student academics, attendance, and character/social development.

People Assigned:

Administration, Attendance Clerk, School Secretary, Committee Members (e.g. Red Ribbon, Speech, PBIS)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$7,811.00	Unrestricted
	Promote, Recognize, Incentivize

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The PBIS Team is working on ways to align these supports to distance learning and how to embed promotional activities, incentives, awards, and/or recognitions regarding student academics, attendance, and character/social development.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All promotional activities, incentives, awards, and/or recognitions regarding student academics, attendance, and character/social development have to be redesigned for distance learning and adherence to mandates set forth by state and health officials.

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.

SSC will revisit this goal in January-March of 2021.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

N/A

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$178,103.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I Part A: Basic Grants Low-Income and Neglected	\$131,347.00
Title I Part A: Parent Involvement	\$800.00

Subtotal of additional federal funds included for this school: \$132,147.00

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

State or Local Programs	Allocation
Lottery: Instructional Materials	\$0.00
Unrestricted	\$45,956.00

Subtotal of state or local funds included for this school: \$45,956.00

Total of federal, state, and/or local funds for this school: \$178,103.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Lottery: Instructional Materials	\$0.00
Title I Part A: Basic Grants Low-Income and Neglected	\$131,347.00
Title I Part A: Parent Involvement	\$800.00
Unrestricted	\$45,956.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Lottery: Instructional Materials	\$0.00
	Title I Part A: Basic Grants Low-Income and Neglected	\$131,347.00
	Title I Part A: Parent Involvement	\$800.00
	Unrestricted	\$45,956.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	\$5,005.00
Goal 2	\$43,581.00
Goal 3	\$121,706.00

Goal 4

\$7,811.00

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
- 0 Secondary Students

Name of Members	Role
Jose Miguel Kubes	Principal
Amber Topete	Classroom Teacher
Marta Rameno	Classroom Teacher
Flor Navarro	Parent or Community Member
Oliva Herrera	Parent or Community Member
Rosa Camacho	Parent or Community Member
Jessia Kelting	Parent or Community Member
Erika Pullido	Parent or Community Member
Syliva Placencia	Other School Staff

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



ELAD, Alma Herrera on 12/16/2020

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 02/11/2020.

Attested:



Principal, Jose Miguel Kubes on 12/16/2020



SSC Chairperson, Flor Navarro on 12/16/2020