



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 |
|--------------------------|-----------------------------------|--|---------------------------|
| Bishop Elementary School | 14-76687-6008726 | | |

Purpose and Description

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

Schoolwide Program

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

The School Plan was written to address the priorities written in the District's LCAP and federal programs.

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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).

Teachers were surveyed on the Implementation of State Standards by the district (State Priority 2). There were 22 responses depending on the question asked. On a Likert scale of 1-5 (5 being full implementation and 1 being no implementation), 90.9% of people rated the extent of the District's progress in providing professional learning for teaching to the CCSSs and/or curriculum frameworks for mathematics between a somewhat to fully implemented. 86.6% rated the extent of the District's progress in providing professional learning for teaching the CCSSs and/or curriculum frameworks for English language arts at full implementation. 90.9% of people believed that the Common Core State Standards in English Language Arts were being somewhat to fully implemented; 95.8% of people believed that the Common Core State Standards in Mathematics were being somewhat to fully implemented. 59.1% of people rated the extent of the District's progress in providing professional learning for teaching to the CCSSs and/or curriculum frameworks in History between somewhat to fully implemented; 62.1% of people rated the extent of the District's progress in providing professional learning for teaching the CCSSs and/or curriculum frameworks in Next Generation Science Standards (NGSS) between somewhat to fully implemented. 60.4% of people rated the extent to which teachers have fully implemented the district-adopted instructional materials in the classroom in NGSS between somewhat to fully implemented; 91.2% of people rated the extent to which teachers have fully implemented the district-adopted curriculum in the classroom in History between somewhat to fully implemented.

The school administration conducted a survey of teachers' impressions of school climate and morale in May of 2020. Using a Likert scale of 1-10 (10 being highest), 86% indicated 6-10 when asked how happy they are at work. On a Likert scale of 1-5 (5 being the highest) 77% of people feel valued at work; 90% of people are happy at work; 81.7% feel that coworkers respect one another; 92% of people feel safe at work; 88% of people would recommend working at BES to a friend; 80% of people have fun at work; 82% of staff feels comfortable giving feedback to their supervisor; 72% of people believe that BES's administrative team contributes to a positive work environment. In the Spring of 2022, another teacher survey will be sent out to gauge teachers' impressions of school climate and morale.

The school administered the California Healthy Kids Survey to fifth graders in the Spring of 2020. Ninety fifth graders were surveyed. Results indicated:

- *65% felt connected at school
- *64% felt there were caring adults at school
- *73% felt safe at school
- *83% felt safe on the way to or from school
- *75% felt students were treated with respect

Classroom Observations

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

Formal classroom observations and evaluations are conducted as dictated by the negotiated teacher contract. Informal observations and classroom walk-throughs are conducted on a regular basis by site administration.

Teachers are consistently using the adopted ELA and math curriculums. EDI, AVID strategies, and Thinking Maps are being used consistently.

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)

State assessment results are reviewed annually and grade-level teams conduct cohort analysis annually

District developed benchmarks in ELA

Acadience Screener and Benchmark Assessments

Bridges math benchmark assessments

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

Curriculum-embedded assessments are used in the ELA/ELD and Math curricula. This information and the above referenced assessments are used to drive daily instruction and inform intervention placements.

SMART Goal data is used to modify instruction at each grade level

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All 42 teachers are highly qualified.

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

All elementary school teachers have been trained on the recently adopted English Language Arts/English Language Development instructional materials (August 2016). All teachers employed at the time of adoption have been trained on the Bridges Math instructional materials (2015). PLC leads train new teachers as needed.

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

Staff development needs to be more directly aligned to CCSS and analyzing student involvement.

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

Staff from the Curriculum & Instruction department at ICOE provides support for teachers upon request of the teacher in the form of coaching, co-teaching and co-planning or technology integration support. The school district participates in the Center for Teacher Innovation (Riverside County Office of Education) Induction program which support first and second year teachers through a collaborative coaching model. Site administration provides guidance in instructional assistance and support for teachers through feedback in the form of written communication and meetings after walk-throughs and observations. Site administration and teachers also work with an AVID coach from RIMS (Riverside, Inyo, Mono, San Bernadino) and the Riverside County Office of Education.

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

Teacher participate in grade level Professional Learning Communities weekly. Site principal meets with PLC leaders for each grade level monthly and monitors notes from PLC meetings.

Teaching and Learning

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

All curricular materials are aligned to current state standards.

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

The school follows state recommended instructional minutes for ELA and Math.

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

The board adopted ELA/ELD materials included pacing plan allows for sufficient time for intervention.

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

100% of students have access to standards-based instructional materials.

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

Bridges (Math) intervention materials are used in the resource and math intervention setting.
Journeys (ELA/ELD) intervention materials are used by all teachers in their classrooms.
95% Group Core instruction is used for phonemic awareness and phonics in Grades K-3.
95% Vocabulary Surge A is used in grades 4-5.
95% Group intervention materials are used in reading intervention.

Opportunity and Equal Educational Access

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

Teachers utilize small group instruction within the regular program to differentiate for underperforming students.

Evidence-based educational practices to raise student achievement

Explicit Direct Instruction strategies including pair-share, using complete sentences and academic language, and random calling. Title I reading specialists, resource specialists, and some primary general ed teachers have been trained and are implementing the Orton Gillingham method of phonics instruction. AVID strategies include organization, notetaking, and college and career promotion, just to name a few.

Parental Engagement

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

The Indian Education Center on the reservation offers after-school tutoring and homework help. There is a bilingual intervention and homework club option for students in grades 1st-5th after school.

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)

The school seeks input from parents via the ELAC, SSC, and PAC Committee. Teachers and support staff give input at staff meetings and PLC meetings.

Funding

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

Title I Reading Intervention, Title III ELL Support including bi-lingual academic support

Fiscal support (EPC)

Title I, Title III, Title VII, LCFF, Impact Aid

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

The planning process for our SPSA annual review and update involved getting feedback from our credentialed staff about areas for growth and improvement after they analyzed our California Dashboard results and other assessment measures.

As well, feedback from Bishop Elementary's School Site Council (SSC) was taken into consideration when updating the SPSA. The first SSC meeting for the 21-22 school year was Thursday, September 30, 2021. The next SSC meeting is on November 30, 2021 at which time the SSC will review and approve the 2021-2022 SPSA.

Resource Inequities

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

The average per pupil expenditure for Bishop Elementary students is \$6,044. The average per pupil expenditure for the District is \$6,125. A neighboring elementary school is spending nearly \$500 more per student, which could impact student opportunities or differences in student opportunities for learning. The neighboring school site's average class size is 21 while the average class size at Bishop Elementary is 25.

Our English language learners (ELLs) have made little growth in ELA and mathematics on the SBAC over the past several years. This may be due to a higher turnover of dual teachers as well as a lack of training or support for teachers with a CLAD who teach ELLs.

In addition, Bishop Unified School District is located in a geographically isolated area. The closest largest city, Ridgecrest, is located two hours south. Therefore, the costs associated with receiving professional development either on site or off site cost much more due to travel expenses. As well, due to our geographical location and small population, we have very limited after-school resources.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| American Indian | 14.22% | 14.32% | 15.1% | 62 | 134 | 125 |
| African American | 0.46% | 0.21% | 0.1% | 2 | 2 | 1 |
| Asian | 1.38% | 0.64% | 0.7% | 6 | 6 | 6 |
| Filipino | 0.23% | 0.21% | % | 1 | 2 | |
| Hispanic/Latino | 39.91% | 38.78% | 41.0% | 174 | 363 | 340 |
| Pacific Islander | % | 0% | % | | 0 | |
| White | 36.7% | 36.75% | 31.7% | 160 | 344 | 263 |
| Multiple/No Response | 6.88% | 8.33% | 10.4% | 30 | 78 | 86 |
| Total Enrollment | | | | 436 | 936 | 829 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 18-19 | 19-20 | 20-21 |
| Kindergarten | | 190 | 136 |
| Grade 1 | | 153 | 155 |
| Grade 2 | | 155 | 142 |
| Grade3 | 132 | 131 | 152 |
| Grade 4 | 163 | 140 | 115 |
| Grade 5 | 141 | 167 | 129 |
| Total Enrollment | 436 | 936 | 829 |

Conclusions based on this data:

1. Enrollment has steadily declined from 19-20 to 20-21.
2. Our Native American subgroup's enrollment percentage has slightly increased.
3. Our Hispanic/Latino subgroup's enrollment percentage has slightly increased.

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 | 43 | 114 | 101 | 9.9% | 12.2% | 12.2% |
| Fluent English Proficient (FEP) | 79 | 127 | 103 | 18.1% | 13.6% | 12.4% |
| Reclassified Fluent English Proficient (RFEP) | 0 | 0 | 0 | 0.0% | 0.0% | 0.0% |

Conclusions based on this data:

1. The percentage of EL learners has remained stagnant at 12.2% from 19-20 to 10-21.
2. The percentage of FEP has decreased from 13.6% in 19-20 to 12.4% in 20-21.
3. No students were RFEP in 20-21.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 135 | 165 | 132 | 134 | 161 | 127 | 134 | 161 | 127 | 99.3 | 97.6 | 96.2 |
| Grade 4 | 125 | 133 | 166 | 121 | 132 | 161 | 121 | 132 | 161 | 96.8 | 99.2 | 97 |
| Grade 5 | 146 | 127 | 143 | 144 | 124 | 140 | 144 | 124 | 140 | 98.6 | 97.6 | 97.9 |
| All Grades | 406 | 425 | 441 | 399 | 417 | 428 | 399 | 417 | 428 | 98.3 | 98.1 | 97.1 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2398. | 2409. | 2407. | 8.96 | 14.91 | 17.32 | 29.10 | 22.36 | 23.62 | 22.39 | 32.30 | 27.56 | 39.55 | 30.43 | 31.50 |
| Grade 4 | 2430. | 2452. | 2450. | 15.70 | 19.70 | 19.88 | 15.70 | 23.48 | 21.12 | 28.10 | 24.24 | 24.84 | 40.50 | 32.58 | 34.16 |
| Grade 5 | 2473. | 2481. | 2497. | 16.67 | 17.74 | 20.00 | 20.14 | 20.16 | 28.57 | 23.61 | 25.81 | 20.00 | 39.58 | 36.29 | 31.43 |
| All Grades | N/A | N/A | N/A | 13.78 | 17.27 | 19.16 | 21.80 | 22.06 | 24.30 | 24.56 | 27.82 | 24.07 | 39.85 | 32.85 | 32.48 |

| 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 | 8.21 | 14.38 | 20.47 | 44.78 | 50.63 | 44.88 | 47.01 | 35.00 | 34.65 |
| Grade 4 | 16.53 | 20.45 | 22.36 | 45.45 | 49.24 | 47.20 | 38.02 | 30.30 | 30.43 |
| Grade 5 | 18.06 | 17.74 | 27.86 | 44.44 | 43.55 | 46.43 | 37.50 | 38.71 | 25.71 |
| All Grades | 14.29 | 17.31 | 23.60 | 44.86 | 48.08 | 46.26 | 40.85 | 34.62 | 30.14 |

| 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 | 14.93 | 10.63 | 15.87 | 50.00 | 55.00 | 54.76 | 35.07 | 34.38 | 29.37 |
| Grade 4 | 9.09 | 14.39 | 16.88 | 50.41 | 54.55 | 54.38 | 40.50 | 31.06 | 28.75 |
| Grade 5 | 20.83 | 25.81 | 22.86 | 45.14 | 37.90 | 50.71 | 34.03 | 36.29 | 26.43 |
| All Grades | 15.29 | 16.35 | 18.54 | 48.37 | 49.76 | 53.29 | 36.34 | 33.89 | 28.17 |

| 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 | 12.69 | 15.00 | 16.54 | 62.69 | 69.38 | 65.35 | 24.63 | 15.63 | 18.11 |
| Grade 4 | 12.50 | 13.64 | 10.56 | 58.33 | 70.45 | 73.29 | 29.17 | 15.91 | 16.15 |
| Grade 5 | 11.81 | 16.13 | 17.14 | 56.25 | 61.29 | 60.71 | 31.94 | 22.58 | 22.14 |
| All Grades | 12.31 | 14.90 | 14.49 | 59.05 | 67.31 | 66.82 | 28.64 | 17.79 | 18.69 |

| 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 | 14.93 | 20.00 | 16.54 | 54.48 | 51.88 | 48.82 | 30.60 | 28.13 | 34.65 |
| Grade 4 | 12.50 | 20.45 | 16.15 | 48.33 | 51.52 | 47.83 | 39.17 | 28.03 | 36.02 |
| Grade 5 | 22.92 | 23.39 | 20.71 | 41.67 | 44.35 | 52.86 | 35.42 | 32.26 | 26.43 |
| All Grades | 17.09 | 21.15 | 17.76 | 47.99 | 49.52 | 49.77 | 34.92 | 29.33 | 32.48 |

Conclusions based on this data:

1. For third grade, 40% of students met or exceeded on the ELA portion of the CAASPP in 2018-2019.
For fourth grade, 41% of students met or exceeded on the ELA portion of the CAASPP in 2018-2019.
For fifth grade, 48% of students met or exceeded on the ELA portion of the CAASPP in 2018-2019.
2. The percentage of students scoring above standard, at, or near in the Reading domain of the CAASPP was 68% in 18-19.
The percentage of students scoring above standard, at, or near in the in Writing domain of the CAASPP was 71.8% in 18-19.
The percentage of students scoring above standard, at, or near in the Listening domain of the CAASPP was 81% in 18-19.
The percentage of students scoring above standard, at, or near in the Research/Literacy domain of the CAASPP was 66% in 18-19.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 135 | 165 | 132 | 134 | 161 | 127 | 134 | 161 | 127 | 99.3 | 97.6 | 96.2 |
| Grade 4 | 125 | 132 | 166 | 119 | 130 | 162 | 119 | 130 | 162 | 95.2 | 98.5 | 97.6 |
| Grade 5 | 146 | 127 | 143 | 144 | 124 | 139 | 144 | 124 | 139 | 98.6 | 97.6 | 97.2 |
| All Grades | 406 | 424 | 441 | 397 | 415 | 428 | 397 | 415 | 428 | 97.8 | 97.9 | 97.1 |

* 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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2422. | 2420. | 2424. | 14.18 | 12.42 | 15.75 | 32.84 | 25.47 | 26.77 | 26.87 | 33.54 | 29.13 | 26.12 | 28.57 | 28.35 |
| Grade 4 | 2454. | 2466. | 2463. | 13.45 | 13.08 | 13.58 | 21.01 | 31.54 | 18.52 | 36.13 | 30.77 | 46.91 | 29.41 | 24.62 | 20.99 |
| Grade 5 | 2472. | 2473. | 2496. | 11.11 | 14.52 | 15.83 | 20.83 | 15.32 | 21.58 | 21.53 | 29.84 | 30.22 | 46.53 | 40.32 | 32.37 |
| All Grades | N/A | N/A | N/A | 12.85 | 13.25 | 14.95 | 24.94 | 24.34 | 21.96 | 27.71 | 31.57 | 36.21 | 34.51 | 30.84 | 26.87 |

| 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 | 30.60 | 23.60 | 29.13 | 33.58 | 37.89 | 33.86 | 35.82 | 38.51 | 37.01 |
| Grade 4 | 26.05 | 28.46 | 22.22 | 28.57 | 33.08 | 34.57 | 45.38 | 38.46 | 43.21 |
| Grade 5 | 18.06 | 15.32 | 23.74 | 28.47 | 29.84 | 35.25 | 53.47 | 54.84 | 41.01 |
| All Grades | 24.69 | 22.65 | 24.77 | 30.23 | 33.98 | 34.58 | 45.09 | 43.37 | 40.65 |

| 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 | 15.67 | 18.63 | 22.83 | 54.48 | 49.69 | 57.48 | 29.85 | 31.68 | 19.69 |
| Grade 4 | 17.65 | 15.38 | 16.05 | 44.54 | 51.54 | 53.70 | 37.82 | 33.08 | 30.25 |
| Grade 5 | 14.58 | 12.10 | 15.83 | 38.89 | 44.35 | 46.76 | 46.53 | 43.55 | 37.41 |
| All Grades | 15.87 | 15.66 | 17.99 | 45.84 | 48.67 | 52.57 | 38.29 | 35.66 | 29.44 |

| 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 | 24.63 | 18.01 | 18.11 | 48.51 | 49.69 | 55.12 | 26.87 | 32.30 | 26.77 |
| Grade 4 | 15.13 | 13.85 | 16.05 | 46.22 | 52.31 | 46.30 | 38.66 | 33.85 | 37.65 |
| Grade 5 | 12.50 | 12.90 | 15.11 | 40.97 | 51.61 | 50.36 | 46.53 | 35.48 | 34.53 |
| All Grades | 17.38 | 15.18 | 16.36 | 45.09 | 51.08 | 50.23 | 37.53 | 33.73 | 33.41 |

Conclusions based on this data:

- 42.5% of third grade students met or exceeded standards on the CAASPP in 18-19.
32.1% of fourth grade students met or exceeded standards on the CAASPP in 18-19.
37.41% of fifth grade students met or exceeded standards on the CAASPP in 18-19.
- The percentage of students scoring above standard, at, or near standard in the Concepts and Procedures domain was 59.35% in 18-19.
The percentage of students scoring above standard, at, or near standard in the Problem Solving domain was 70.56% in 18-19.
The percentage of students scoring above standard, at, or near standard in the Communicating Reasoning domain was 66.9% in 18-19.

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 3 | 1488.2 | * | 1495.8 | * | 1480.0 | * | 18 | 10 |
| Grade 4 | 1500.4 | 1486.1 | 1497.4 | 1497.5 | 1502.9 | 1474.4 | 14 | 22 |
| Grade 5 | 1512.2 | 1541.4 | 1508.5 | 1551.8 | 1515.8 | 1530.7 | 15 | 14 |
| All Grades | | | | | | | 47 | 46 |

| 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 |
| 3 | | * | * | * | * | * | * | * | 18 | * |
| 4 | * | 9.09 | * | 59.09 | * | 22.73 | | 9.09 | 14 | 22 |
| 5 | * | 28.57 | * | 50.00 | * | 21.43 | * | 0.00 | 15 | 14 |
| All Grades | * | 13.04 | 57.45 | 56.52 | 27.66 | 23.91 | * | 6.52 | 47 | 46 |

| 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 |
| 3 | * | * | * | * | | * | * | * | 18 | * |
| 4 | * | 54.55 | * | 31.82 | * | 4.55 | | 9.09 | 14 | 22 |
| 5 | * | 64.29 | * | 28.57 | * | 0.00 | * | 7.14 | 15 | 14 |
| All Grades | 44.68 | 50.00 | 42.55 | 36.96 | * | 6.52 | * | 6.52 | 47 | 46 |

| 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 |
| 3 | | * | | * | * | * | * | * | 18 | * |
| 4 | | 0.00 | * | 22.73 | * | 50.00 | * | 27.27 | 14 | 22 |
| 5 | * | 0.00 | * | 28.57 | * | 57.14 | * | 14.29 | 15 | 14 |
| All Grades | * | 0.00 | 23.40 | 21.74 | 40.43 | 56.52 | 34.04 | 21.74 | 47 | 46 |

| 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 |
| 3 | * | * | 77.78 | * | * | * | 18 | * |
| 4 | * | 27.27 | 78.57 | 59.09 | * | 13.64 | 14 | 22 |
| 5 | * | 14.29 | * | 78.57 | * | 7.14 | 15 | 14 |
| All Grades | * | 21.74 | 74.47 | 69.57 | * | 8.70 | 47 | 46 |

| 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 |
| 3 | 77.78 | * | * | * | | * | 18 | * |
| 4 | 92.86 | 72.73 | * | 18.18 | | 9.09 | 14 | 22 |
| 5 | 86.67 | 92.86 | * | 7.14 | * | 0.00 | 15 | 14 |
| All Grades | 85.11 | 76.09 | * | 19.57 | * | 4.35 | 47 | 46 |

| 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 |
| 3 | | * | * | * | 77.78 | * | 18 | * |
| 4 | | 0.00 | * | 59.09 | * | 40.91 | 14 | 22 |
| 5 | * | 7.14 | * | 71.43 | * | 21.43 | 15 | 14 |
| All Grades | * | 2.17 | 42.55 | 60.87 | 53.19 | 36.96 | 47 | 46 |

| 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 |
| 3 | * | * | 66.67 | * | * | * | 18 | * |
| 4 | * | 18.18 | * | 63.64 | | 18.18 | 14 | 22 |
| 5 | * | 7.14 | * | 92.86 | | 0.00 | 15 | 14 |
| All Grades | 23.40 | 13.04 | 68.09 | 76.09 | * | 10.87 | 47 | 46 |

Elm Street Elementary School

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 | 1441.6 | 1431.2 | 1458.4 | 1450.1 | 1402.0 | 1386.6 | 30 | 23 |
| Grade 1 | 1429.7 | 1433.2 | 1446.1 | 1468.3 | 1412.8 | 1397.6 | 15 | 19 |
| Grade 2 | * | 1444.7 | * | 1459.5 | * | 1429.3 | * | 15 |
| All Grades | | | | | | | 54 | 57 |

| 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 | 36.67 | 13.04 | 43.33 | 56.52 | * | 21.74 | * | 8.70 | 30 | 23 |
| 1 | * | 5.26 | * | 21.05 | * | 57.89 | * | 15.79 | 15 | 19 |
| 2 | * | 0.00 | * | 60.00 | | 20.00 | * | 20.00 | * | 15 |
| All Grades | 31.48 | 7.02 | 40.74 | 45.61 | * | 33.33 | * | 14.04 | 54 | 57 |

| 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 | 66.67 | 30.43 | * | 47.83 | * | 13.04 | * | 8.70 | 30 | 23 |
| 1 | * | 47.37 | * | 21.05 | * | 26.32 | * | 5.26 | 15 | 19 |
| 2 | * | 20.00 | * | 53.33 | | 13.33 | | 13.33 | * | 15 |
| All Grades | 59.26 | 33.33 | 29.63 | 40.35 | * | 17.54 | * | 8.77 | 54 | 57 |

| 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 | * | 0.00 | * | 21.74 | 46.67 | 65.22 | * | 13.04 | 30 | 23 |
| 1 | * | 0.00 | * | 21.05 | * | 26.32 | * | 52.63 | 15 | 19 |
| 2 | | 0.00 | * | 20.00 | * | 40.00 | * | 40.00 | * | 15 |
| All Grades | * | 0.00 | 29.63 | 21.05 | 33.33 | 45.61 | 24.07 | 33.33 | 54 | 57 |

| 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 | 83.33 | 13.04 | * | 82.61 | | 4.35 | 30 | 23 |
| 1 | * | 63.16 | * | 31.58 | * | 5.26 | 15 | 19 |
| 2 | * | 13.33 | * | 73.33 | * | 13.33 | * | 15 |
| All Grades | 74.07 | 29.82 | 22.22 | 63.16 | * | 7.02 | 54 | 57 |

| 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 | 53.33 | 43.48 | 36.67 | 39.13 | * | 17.39 | 30 | 23 |
| 1 | * | 31.58 | * | 52.63 | * | 15.79 | 15 | 19 |
| 2 | * | 33.33 | * | 46.67 | | 20.00 | * | 15 |
| All Grades | 51.85 | 36.84 | 37.04 | 45.61 | * | 17.54 | 54 | 57 |

| 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 | * | 0.00 | 66.67 | 95.65 | * | 4.35 | 30 | 23 |
| 1 | * | 15.79 | * | 21.05 | * | 63.16 | 15 | 19 |
| 2 | * | 0.00 | * | 66.67 | * | 33.33 | * | 15 |
| All Grades | 20.37 | 5.26 | 55.56 | 63.16 | 24.07 | 31.58 | 54 | 57 |

| 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 | * | 21.74 | * | 52.17 | * | 26.09 | 30 | 23 |
| 1 | * | 0.00 | * | 52.63 | * | 47.37 | 15 | 19 |
| 2 | | 6.67 | * | 60.00 | * | 33.33 | * | 15 |
| All Grades | 25.93 | 10.53 | 42.59 | 54.39 | 31.48 | 35.09 | 54 | 57 |



Conclusions based on this data:

1. The overall mean scale score for fourth graders on the ELPAC declined 14 points from 2017-2018.
2. The overall mean scale score for fifth graders on the ELPAC increased 29 points from 2017-2018.
3. The overall mean scale score for kinder students on the ELPAC decreased 10 points from 2017-2018, and the overall mean scale score for first graders on the ELPAC increased 4 points from 2017-2018.

School and Student Performance Data

Student Population

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

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

| 2019-20 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 936 | 52.6 | 12.2 | 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. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 114 | 12.2 |
| Foster Youth | 7 | 0.7 |
| Socioeconomically Disadvantaged | 492 | 52.6 |
| Students with Disabilities | 94 | 10.0 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 2 | 0.2 |
| American Indian | 134 | 14.3 |
| Asian | 6 | 0.6 |
| Filipino | 2 | 0.2 |
| Hispanic | 363 | 38.8 |
| Two or More Races | 78 | 8.3 |
| White | 344 | 36.8 |

Conclusions based on this data:

- 52.6% of students are considered socioeconomically disadvantaged in 19-20.
- 12.2% of students are English language learners and .7% of students are foster youth.
- 10% of students are considered students with disabilities.

School and Student Performance Data

Overall Performance

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



Conclusions based on this data:

1. There is room for improvement in ELA, chronic absenteeism, and suspension rates.

School and Student Performance Data

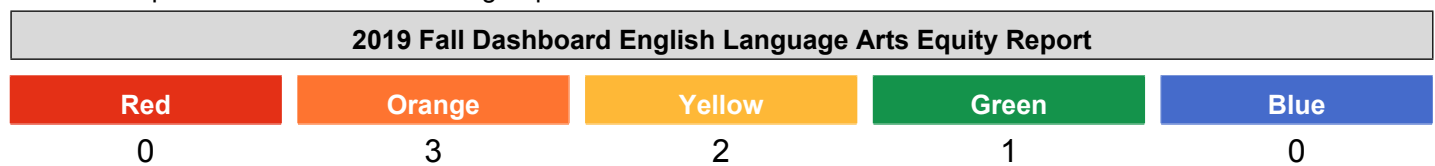
Academic Performance English Language Arts

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







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











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 | | English Learners | | Foster Youth | |
|  | |  | |  | |
| Yellow | | Yellow | | No Performance Color | |
| 14.8 points below standard | | 60.7 points below standard | | Less than 11 Students - Data Not Displayed for Privacy | |
| Increased ++6.1 points | | Increased ++6.9 points | | 2 | |
| 413 | | 83 | | | |
| Homeless | | Socioeconomically Disadvantaged | | Students with Disabilities | |
|  | |  | |  | |
| No Performance Color | | Orange | | Orange | |
| 0 Students | | 38.9 points below standard | | 83.2 points below standard | |
| | | Maintained -0.9 points | | Increased ++11.9 points | |
| | | 211 | | 37 | |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|---|---|---|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | American Indian  Orange 28.3 points below standard Maintained ++0.9 points 58 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic  Yellow 47.2 points below standard Increased ++6.9 points 166 | Two or More Races  No Performance Color 19.5 points above standard Increased Significantly ++10.0 points 28 | Pacific Islander  No Performance Color 0 Students | White  Green 19.8 points above standard Increased ++9.4 points 151 |

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 87.3 points below standard Increased ++8.5 points 41 | Reclassified English Learners 34.7 points below standard Increased ++3.4 points 42 | English Only 1.9 points below standard Increased ++4.4 points 294 |
|--|--|---|

Conclusions based on this data:

1.

School and Student Performance Data

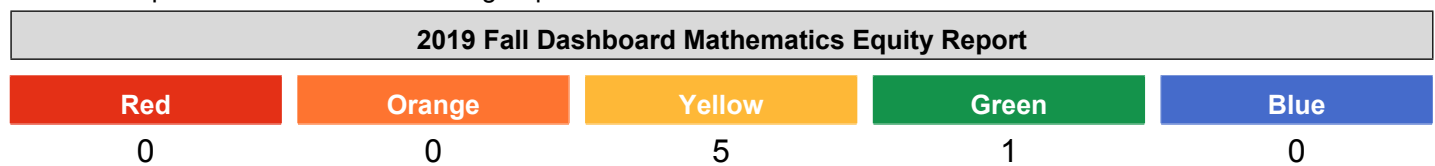
Academic Performance Mathematics

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






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










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  Green 20.2 points below standard Increased ++7.2 points 413 | English Learners  Yellow 52 points below standard Increased ++7.8 points 83 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Homeless | Socioeconomically Disadvantaged  Yellow 38.9 points below standard Increased ++9.2 points 212 | Students with Disabilities  Yellow 82.6 points below standard Increased Significantly ++23.8 points 37 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| | | | |
|---|--|---|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | American Indian  Yellow 33.8 points below standard Increased ++3.1 points 58 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic  Yellow 48.4 points below standard Increased ++5.6 points 167 | Two or More Races  No Performance Color 6.9 points above standard Increased Significantly ++48.6 points 28 | Pacific Islander | White  Green 11.1 points above standard Increased ++8.8 points 150 |

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 73.1 points below standard Increased ++14.3 points 41 | Reclassified English Learners 31.5 points below standard Maintained -0.5 points 42 | English Only 10 points below standard Increased ++7.9 points 294 |
|---|--|--|

Conclusions based on this data:

- English Learners' CAASPP math performance increased by 7.8 points.
- Hispanic students' CAASPP mathematics scores increased by 5.6 points.
- Students of two or more races CAASPP mathematics scores increased by 48.6 points.

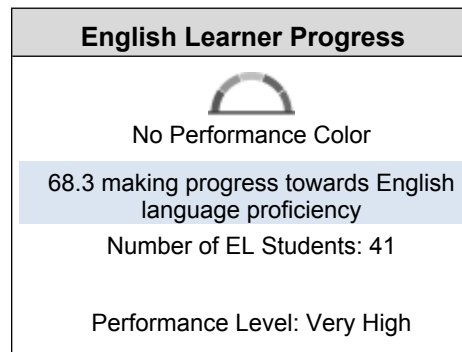
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2019 Fall Dashboard English Learner Progress Indicator



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 |
|--------------------------|--|-------------------------|------------------------------------|
| 7.3 | 24.3 | | 68.2 |

Conclusions based on this data:

1. 7.3 percent of ELs decreased one English language proficiency level.
2. 24.3 percent of ELs maintained their English language proficiency level.
3. 68.2 percent of ELs progressed at least one English language proficiency level.

School and Student Performance Data

Academic Performance College/Career

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

| 2019 Fall Dashboard 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.

School and Student Performance Data

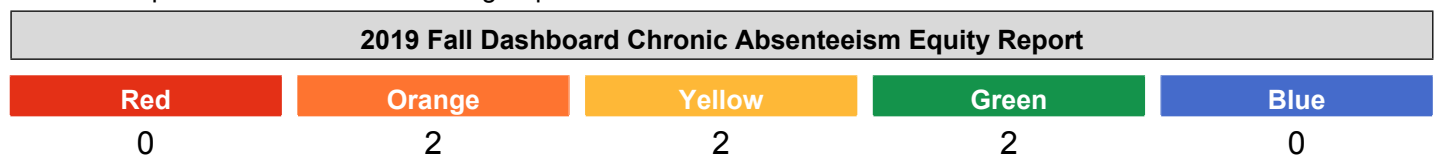
Academic Engagement Chronic Absenteeism

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







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











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 | | | | | |
|--|--|--|--|---|---|
| All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Orange 10.4 Increased +0.9 450 |  Green 4.3 Declined -3.7 46 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  Yellow 12.8 Declined -1.2 234 |  Green 10 Declined -3.5 40 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 | American Indian  Yellow 17.5 Declined -2.9 63 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic  Orange 11.5 Increased +2.8 182 | Two or More Races  No Performance Color 9.7 Declined -15.3 31 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 | White  Orange 6.7 Increased +2.6 164 |

Conclusions based on this data:

- 12.8% of socioeconomically disadvantaged students are chronically absent, which is a decline of 1.2%.
- 4.3% of English language learners are chronically absent, which is a decline of 3.7%.
- 10.4 of "all students" are chronically absent, which is an increase of .9%.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

| | | | | | | |
|-----------------------|-----|--------|--------|-------|------|------------------------|
| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|-----------------------|-----|--------|--------|-------|------|------------------------|

This section provides number of student groups in each color.

2019 Fall Dashboard 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.

School and Student Performance Data

Conditions & Climate Suspension Rate

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






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










This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---------------|---------------|--------------|-------------|
| Red | Orange | Yellow | Green | Blue |
| 1 | 2 | 2 | 1 | 0 |

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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| All Students  Yellow 5.5 Declined Significantly -2 458 | English Learners  Green 2 Declined -5.6 51 | Foster Youth  No Performance Color Less than 11 Students - Data Not 3 |
| Homeless | Socioeconomically Disadvantaged  Red 7.9 Maintained -0.1 239 | Students with Disabilities  Orange 9.8 Declined -3.7 41 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|---|--|---|---|
| African American  No Performance Color Less than 11 Students - Data 3 | American Indian  Orange 15.4 Declined -1.5 65 | Asian  No Performance Color Less than 11 Students - Data 7 | Filipino  No Performance Color Less than 11 Students - Data 1 |
| Hispanic  Yellow 3.8 Declined Significantly -1.8 186 | Two or More Races  No Performance Color 0 Declined -12.5 31 | Pacific Islander | White  Yellow 4.8 Declined -0.8 165 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 7.5 | 5.5 |

Conclusions based on this data:

- 15.4% of Native American students have been suspended at least once, which is a decline of 1.5%.
- The "overall" suspension rate has decreased by 2%.
- 5.5% of "all students" have been suspended at least once.

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

Student Achievement and Close Performance Gaps

LEA/LCAP Goal

Provide high-quality instruction to increase student achievement and close performance gaps for all students.

Goal 1

All students will receive a high quality education in a safe and welcoming environment with equitable expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.

Identified Need

AVID Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies are used at least three times a week by teachers and students.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| Graduation Rate for all students is 87.3% | Retention was less than 1% | High School Graduation Rate to 95% |
| College and Career Indicator - % of students "prepared" | 42% of students are prepared for college and career | 75% of students are prepared for college and career |
| A-G Completion Rate at BUHS | 39.3% of students have completed the A-G requirements | 60% of students complete the A-G requirements |
| Access to Standard Aligned Materials | Maintain "met" status | Maintain "met " status |
| Teachers Appropriately Credentialed | Currently 94.7% of teachers in BUSD are fully credentialed | 100% of teachers are fully credentialed |
| ELA Distance from Standard (SBAC) | 17.2 points below | 0 at standard |
| Math Distance from Standard (SBAC) | 40 points below | 25 below |
| Percentage of English Learners who Increase One or More Levels (ELPAC) | 53.6% | 66% |
| CTE Completion Rate | 22.5% | 33% |

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)

All Students

Strategy/Activity

As a PLC Leader team, teachers will look over the Coaching and Certificated Instrument (CCI) instrument in January 2022 to help us get a feel for what AVID strategies and domains we still need to work on as a school site.

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) |
|-----------|---|
| 10048.00 | LCFF 1000-1999: Certificated Personnel Salaries 10 minutes per week for 31 weeks for all teachers funded from LCFF base grant .39% |
| 4334 | LCFF 3000-3999: Employee Benefits 10 minutes per week for 31 weeks for all teachers funded with LCFF supplemental funds .39% |
| 778.00 | Title I 1000-1999: Certificated Personnel Salaries 10 minutes per week for 31 weeks for teachers funded from Title I .39% |
| 313 | Title I 3000-3999: Employee Benefits 10 minutes per week for 31 weeks teachers funded from EPA .39% |
| 1398.00 | Special Education 1000-1999: Certificated Personnel Salaries 10 minutes per week for teachers funded through IDEA and State Special Education funding |
| 523 | Special Education 3000-3999: Employee Benefits Benefits for 10 minutes per week for 31 weeks for all teachers funded from LCFF base grant .39% |

| | |
|------|--|
| 1097 | LCFF - Supplemental 3000-3999: Employee Benefits Benefits for 10 minutes per week for 31 weeks for all teachers funded from LCFF Supplemental .39% |
| 522 | LCFF - Supplemental 3000-3999: Employee Benefits Benefits for 10 minutes per week for 31 weeks for all teachers funded from Title I Part A .39% |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

5th Graders

Strategy/Activity

Fifth grade students will attend College and Career Day at Cerro Coso in the Spring of 2022.

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) |
|-----------|--|
| 2017.00 | LCFF 1000-1999: Certificated Personnel Salaries Teacher salary for one day for 5 fifth grade teachers to attend event |
| 656.00 | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher salary for one teacher funded from supplemental to attend event |
| 874.00 | LCFF 3000-3999: Employee Benefits Benefits for one day for 5 teachers |
| 288.00 | LCFF - Supplemental 3000-3999: Employee Benefits Benefits for one day for 1 teacher |

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

Writing is taught on a regular basis in all classrooms using Step Up to Writing curriculum; the newest edition of Step Up to Writing will be reviewed by PLC Leaders in the Spring of 2022.

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)

1000-1999: Certificated Personnel Salaries
See PLC Leader Stipend Costs Goal 2, Strategy
14

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Teachers will participate in AVID professional development (PD). PD will be determined by the AVID Curriculum and Coaching Instrument (CCI).

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)

5800: Professional/Consulting Services And
Operating Expenditures
AVID PD done in house by the District Director

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

New Teachers attended an AVID WICOR training in August of 2021.

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)

All classes were cancelled.

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

Grade levels will follow Bishop Elementary's AVID Progression Chart; the progression chart will be reviewed in December 2021 and amended if needed.

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)

200

Source(s)

LCFF
4000-4999: Books And Supplies
Paper and copy costs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Presentations and activities that promote College and Career with students (e.g., ask students college and career questions, presentations by career professionals, etc.) will be conducted by the vice principal.

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)

10026.00

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
10% Vice Principal's Salary

1000

LCFF
4000-4999: Books And Supplies
Supplies for College and Career Promotion

500.00

LCFF
4000-4999: Books And Supplies
Supplies for presentation

4034.00

LCFF - Supplemental

3000-3999: Employee Benefits
10% VP Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide 1:1 Technology for all students and provide on-line resources for all 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)

2500.00

Source(s)

CARES Act
4000-4999: Books And Supplies
hot spots & devices

26700.00

CARES Act
5000-5999: Services And Other Operating
Expenditures
on-line programs for students

10000.00

Extended Learning Opportunity
5000-5999: Services And Other Operating
Expenditures
On-Line programs

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Aide Time for Every Classroom for 30 minutes a day.

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)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Reduce Class Sizes in Grades TK-5 to be 24 or under.

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)

191843.00

Source(s)

Extended Learning Opportunity
1000-1999: Certificated Personnel Salaries
Added 3 teachers

79581.00

Extended Learning Opportunity
3000-3999: Employee Benefits
Benefits for 3 added teachers

Annual Review

SPSA Year Reviewed: 2020-21

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.

BES teachers and staff are working hard to achieve this goal especially after students missed instruction last year due to the pandemic.

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

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.

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

Additional Targeted Academic Support

LEA/LCAP Goal

Establish a culture of data-driven continuous improvement to assess and ensure positive student outcomes.

Goal 2

All students will make 3% growth in ELA or Math as measured by Acadience and IReady assessments by June of 2022.

Identified Need

EL and SED students are currently underperforming in the area of ELA and/or Math (92% of ELs did not meet standard in ELA and 89% did not meet standard in Math; 66% of SED students did not meet standard in ELA and 71% did not meet standard in Math)

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|-------------------------------------|
| CAASPP ELA Results are measured as distance from Met: All students-2.4, Below Met: a) EL-37 b) SED-19 c) NA-15 | SBAC ELA Results not met in 17-18 is 32.85% | Grow by 18% in District assessments |
| CAASPP Math Results are measured as distance from Met: All students-6.1, Below Met: a) EL-50.6 b) SED-37.4 c) NA-36.1 | SBAC Math Results not met in 17-18 is 30.84% | Grow by 20% in District assessments |
| Dashboard EL Indicator, 81.5% | District CAASPP is at 80.3% proficient or above | Grow by 2% on the CAASPP |
| Reports generated in the Aeries Student Information System reflect a broad course of study is provided all unduplicated pupils and | All students receive instruction through the IEP process | Maintain |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| individuals with exceptional needs. | | |
| % of students at or above benchmark in reading comprehension | K-2 Acadience Composite 30.3% 3-5 -41.7% | K-2 Acadience Composite 50% 3-5-50% |
| % of students at or above benchmark in reading fluency | K-2 -28.7% 3-5 - 47.7% | K-2- 50% 3-5- 67% |

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)

All Students

Strategy/Activity

Student Study Team (SST) meetings will be conducted regularly to discuss students' academic, behavioral, and social emotional concerns.

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) |
|-----------|---|
| 13059.00 | LCFF 1000-1999: Certificated Personnel Salaries 6 hours per year per teacher |
| 1272.00 | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 6 hours per year per teacher |
| 903.00 | Title I 1000-1999: Certificated Personnel Salaries 6 hours per year per teacher |
| 1621.00 | Special Education 1000-1999: Certificated Personnel Salaries 6 hours per year per teacher |
| 607.00 | Special Education 3000-3999: Employee Benefits 6 hours per year per teachers |
| 5350 | LCFF |

| | |
|--------|---|
| | 3000-3999: Employee Benefits Benefits for 6 hours of teacher time. |
| 684.00 | LCFF - Supplemental 3000-3999: Employee Benefits Benefits for 6 hours of teacher time |
| 364.00 | Title I 3000-3999: Employee Benefits Benefits for 6 hours of teacher time |

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

Each grade level will establish SMART goals for ELA and Mathematics for each Trimester for students to reach.

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) |
|-----------|---|
| 4164.00 | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1 HOUR PLC LEADER TIME PER MONTH FOR 11 MONTHS (25% of annual stipend for 8 leaders) |
| 954.00 | LCFF - Supplemental 3000-3999: Employee Benefits BENEFITS FOR 1 HOUR PLC LEADER TIME PER MONTH FOR 11 MONTHS |

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

Teachers will use formative assessment data (from state adopted curriculum in ELA and Math) for grades TK-5 for the purpose of providing timely remediation and differentiated instruction in their classrooms.

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)

0.00

Part of the Treasures and Bridges Curriculum.
No additional costs.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students in grades K-5

Strategy/Activity

Students will receive phonemic awareness, phonics, comprehension, and fluency intervention via the Explorers program using 95% Group intervention material.

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)

10055.00

ESSER III
5800: Professional/Consulting Services And
Operating Expenditures
95% Group Additional Materials

3816.00

LCFF - Supplemental
4000-4999: Books And Supplies
Materials for program

18055.00

Title I
1000-1999: Certificated Personnel Salaries
80 minutes per day of teacher time for 95%
group

7283.00

Title I
3000-3999: Employee Benefits
Benefits for Teachers working 95% group

5026.00

Title I
2000-2999: Classified Personnel Salaries
Aides working 95% Groups

1151.00

Title I
3000-3999: Employee Benefits
Benefits for Aides

74540.00

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Additional aide time for 95% Group

47741.00

LCFF - Supplemental

| | |
|----------|---|
| | 3000-3999: Employee Benefits Benefits for Aide time |
| 18489.00 | Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries Teacher time for 95% |
| 17267.00 | Extended Learning Opportunity 3000-3999: Employee Benefits Teacher Benefits for 95% group |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Acadience (otherwise known as DIBELS) will be used to screen and benchmark students three times a year on phonological awareness, phonics, reading fluency, and comprehension.

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) |
|-----------|--|
| | CARES Act 4000-4999: Books And Supplies Acadience Program included in prior goal |
| 2650.00 | Title I 2000-2999: Classified Personnel Salaries Aide time for assessments 5 hour per trimester |
| 835.00 | Title I 3000-3999: Employee Benefits Benefits for Aides |
| 4000.00 | LCFF - Supplemental 4000-4999: Books And Supplies Snacks for students |
| 500 | LCFF - Supplemental 4000-4999: Books And Supplies Supplies to run the program |
| 4514.00 | Title I 1000-1999: Certificated Personnel Salaries 10 hours per teacher (2) per trimester for 60 hours per year. |
| 1820.00 | Title I 3000-3999: Employee Benefits Benefits for teacher time |

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

Offer extended day enrichment and homework help for all pupils, including Socioeconomically Disadvantage (SED), Native American, English Language Learners (ELLs), and Foster Youth in grades 1-5 when possible.

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) |
|-----------|--|
| 3740.00 | LCFF 1000-1999: Certificated Personnel Salaries STIPENDS FOR 4 TEACHERS @ 748 FOR AFTER SCHOOL ENRICHMENT |
| 758.00 | LCFF 3000-3999: Employee Benefits STIPEND BENEFITS |
| 20000.00 | Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries Teachers for after school programs |
| 1600.00 | Extended Learning Opportunity 3000-3999: Employee Benefits BENEFITS ON TEACHER AFTER SCHOOL INTERVENTIONS |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Two Casa Bilingue Parapros will support ELLs in the classroom.

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) |
|-----------|---|
| 71248.00 | LCFF - Supplemental 2000-2999: Classified Personnel Salaries |

| | |
|----------|--|
| | BILINGUAL PARAPROS FOR CLASSROOM SUPPORT |
| 53935.00 | LCFF - Supplemental 3000-3999: Employee Benefits CLASSIFIED BENEFITS FOR CLASSROOM SUPPORT |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers may voluntarily attend at least one professional development opportunities specific to Common Core implementation provided subs are available.

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) |
|-----------|---|
| | 5000-5999: Services And Other Operating Expenditures Conferences cancelled |
| | 5000-5999: Services And Other Operating Expenditures Did not attend CMC |
| 2200.00 | Title I 5000-5999: Services And Other Operating Expenditures CABE CONFERENCE FOR EL COORDINATOR |
| | Title I 1000-1999: Certificated Personnel Salaries TEACHER EL WORKSHOPS provided by ICOE |
| | Title I 3000-3999: Employee Benefits |

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English language learners

Strategy/Activity

All teachers will receive professional development in "Best Practices in Teaching ELLs using Integrated ELD" during the 2021-2022 school year.

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) |
|-----------|--|
| 6529.00 | LCFF 1000-1999: Certificated Personnel Salaries 3 HOURS OF STAFF MEETING TIME PER TEACHER |
| 2675.00 | LCFF 3000-3999: Employee Benefits 3 HOURS OF STAFF MEETING TIME PER TEACHER |
| 636.00 | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 3 HOURS OF STAFF MEETING TIME PER TEACHER |
| 339 | LCFF - Supplemental 3000-3999: Employee Benefits 3 HOURS OF STAFF MEETING TIME PER TEACHER |
| 451.00 | Title I 1000-1999: Certificated Personnel Salaries 3 HOURS OF STAFF MEETING TIME PER TEACHER |
| 285.00 | Title I 3000-3999: Employee Benefits 3 HOURS OF STAFF MEETING TIME PER TEACHER |
| 2432 | Special Education 1000-1999: Certificated Personnel Salaries 3 HOURS OF STAFF MEETING TIME PER TEACHER |
| 675.00 | Special Education 3000-3999: Employee Benefits 3 HOURS OF STAFF MEETING TIME PER TEACHER |

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Administrators will monitor the implementation of common core instruction along with the implementation of Thinking Maps and Advancement Via Individual Determination (AVID) strategies using a walk-through tool.

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)

3971.00

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
ONE HOUR PER ADMINISTRATOR PER
WEEK FOR 31 WEEKS

2659.00

LCFF - Supplemental
3000-3999: Employee Benefits
BENEFITS FOR ADMINISTRATION 31 HOURS
EACH

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

Native American and Hispanic Students

Strategy/Activity

Two Native American liaisons and one Hispanic liaison to assist Native American and Hispanic students with academic and social emotional support.

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)

10498.00

Source(s)

Title III Part A: Language Instruction for LEP
Students
2000-2999: Classified Personnel Salaries
2 HOURS PER DAY OF BI-LINGUAL LIAISON

3173.00

Title III Immigrant Education Program
3000-3999: Employee Benefits
BENEFITS FOR LIAISON

19584.00

Title VII Part A: Indian Education

| | |
|----------|--|
| | 2000-2999: Classified Personnel Salaries Liaisons helping in classroom 4 hours per day |
| 16269.00 | Title VII Part A: Indian Education 3000-3999: Employee Benefits BENEFITS FOR NATIVE AMERICAN LIAISONS |
| 19584.00 | LCFF - Supplemental 2000-2999: Classified Personnel Salaries NAL Benefits |
| 16269.00 | LCFF - Supplemental 3000-3999: Employee Benefits NAL Benefits |

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Native American students

Strategy/Activity

Native American students will receive after-school support from the Bishop Elementary Indian Education Center (BIEC).

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)

| | |
|--|--|
| | LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Bus Transportation not part of site budgets. |
|--|--|

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will use formative assessment data in Professional Learning Communities (PLC) for the purpose of providing remediation and differentiated instruction in their classrooms; PLC Leaders will facilitate PLC meetings.

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) |
|-----------|---|
| 12492.00 | LCFF 1000-1999: Certificated Personnel Salaries PLC Leader Stipends 8 @ 2082.00 @ 75% |
| 1000.00 | LCFF 3000-3999: Employee Benefits Benefits on stipends |
| 6572.00 | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries All teachers 1 hour per week |
| 3536 | LCFF - Supplemental 3000-3999: Employee Benefits Teacher Benefits |
| 67456.00 | LCFF 1000-1999: Certificated Personnel Salaries 31 hours teacher time for all teachers |
| 27737.00 | LCFF 3000-3999: Employee Benefits 31 hours teacher time for all teachers |
| 8370.00 | Special Education 1000-1999: Certificated Personnel Salaries 31 hours of teacher time |
| 3236.00 | Special Education 3000-3999: Employee Benefits 31 hours of teacher time |

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administrators will continue to ensure teachers are properly credentialed and assigned.

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) |
|------------|--|
| 1391454.00 | LCFF 1000-1999: Certificated Personnel Salaries Teacher and Admin Salary |
| 527282.00 | LCFF 3000-3999: Employee Benefits Teacher Benefits |

| | |
|-----------|--|
| 215873.00 | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher salary balance of annual contract |
| 88956.00 | LCFF - Supplemental 3000-3999: Employee Benefits Teacher salary balance of annual contract |
| 99052.00 | Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Class Size Reduction Teacher |
| 34269.00 | Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits Class Size Reduction teacher benefits |
| 342247 | Special Education 1000-1999: Certificated Personnel Salaries Special education teacher salaries |
| 99259.00 | Special Education 3000-3999: Employee Benefits Benefits for special education teachers |
| 91189.00 | Title I 1000-1999: Certificated Personnel Salaries Teachers for intervention services |
| 34791.00 | Title I 3000-3999: Employee Benefits Benefits for teachers |

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

First -Fifth Grade Students

Strategy/Activity

Math Intervention will be take place Monday-Thursday for students identified as needing math support by one teacher and four paraprofessionals.

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)

7500.00

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Intervention Curriculum & Supplies

49872.00

Title I
1000-1999: Certificated Personnel Salaries
Math Intervention Teacher

| | |
|----------|--|
| 74540.00 | LCFF - Supplemental 2000-2999: Classified Personnel Salaries Aides for Math Intervention |
| 47741.00 | LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Aides |
| 34791.00 | Title I 3000-3999: Employee Benefits Teacher Benefits |

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

Native American Students

Strategy/Activity

One teacher and 2 Liaisons will attend monthly Parent Advisory Committee (PAC) to connect with Bishop Indian Education Center (BIEC) employees and tribal members to discuss Native American (NA) students and their educational experiences.

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) |
|-----------|---|
| 1750.00 | LCFF 1000-1999: Certificated Personnel Salaries Substitute costs to cover teacher attending PAC monthly meetings |
| 175.00 | LCFF 3000-3999: Employee Benefits Benefits for subs |

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

Dual Students

Strategy/Activity

Administrators and dual teachers will be sent to the California Association of Bilingual Educators (CABE) virtual conference in March of 2022.

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)

2940

Source(s)

LCFF

5800: Professional/Consulting Services And Operating Expenditures
Registration, per diem, hotel costs

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

Dual Students and ELLs

Strategy/Activity

Dual teachers will receive California Association of Bilingual Educators (CABE) training throughout the school year.

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)

750

Source(s)

LCFF - Supplemental

5000-5999: Services And Other Operating Expenditures
Attending training.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implementation of "What I need time" or WIN time in grades K-5 for 30 minutes a day, five days a week, for remediation and enrichment.

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)

12842.00

Source(s)

Lottery: Instructional Materials

5800: Professional/Consulting Services And Operating Expenditures
Software subscription

Annual Review

SPSA Year Reviewed: 2020-21

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.

Steady progress is being made toward this goal as determined by Acadience and IReady scores.

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

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.

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

Implementation of the CCSS

LEA/LCAP Goal

Provide high quality instruction to increase student achievement and close performance gaps for all students.

Goal 3

Ensure all student populations achieve annual measurable growth in ELA and math as demonstrated on the SBAC.

Identified Need

Step Up to Writing and Explicit Direct Instruction have been utilized in this District but are not a key focus.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Williams/SARC percentage of teachers properly credentialed and assigned, 100% | 100% of teachers are fully credentialed | 100% by June 2021 |
| Williams/SARC percentage of students having access to district adopted instructional materials at school and at home, 100% | 100% of students have access | Maintain 100% |
| Percentage of teachers attending professional development as measured by sign in sheets, 95% | 100% of teachers are choosing professional development opportunities | 100% of teachers will attend a specific Common Core PD opportunity |
| Teacher/Reflection Tool/Survey: Percent of teachers who took the survey and rate the implementation of standards at 4 or 5 (full implementation), 80% | Currently teachers are not completing this activity | 100% of teachers will complete a Districtwide reflection survey |

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)

All 2nd-5th Grade Students

Strategy/Activity

Students in grades 2nd-5th will have the opportunity to participate in an after-school Makerspace/STEAM program pending the pandemic.

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)

2000

Source(s)

LCFF
4000-4999: Books And Supplies
Maker space

1500

LCFF
1000-1999: Certificated Personnel Salaries
Certificated Teacher Stipend

308.00

LCFF
3000-3999: Employee Benefits
Benefits for stipend

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

PLC Leaders will evaluate and determine future use of Explicit Direct Instruction (EDI) and Step up to Writing curriculum.

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)

1154.00

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
PLC Leaders 2 hours per year

559.00

LCFF - Supplemental
3000-3999: Employee Benefits
Benefits for PLC leaders

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

Teachers may voluntarily participate in ICOE instructional bookclub.

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)

689.00

Source(s)

Lottery: Instructional Materials
4000-4999: Books And Supplies
books for club

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The use of math centered based instruction during PLC Leader Meetings in the Spring of 2022 will be investigated.

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)

1154.00

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
PLC Leader 2 hour per year

559.00

LCFF
3000-3999: Employee Benefits
PLC leader benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Each grade level will attend one field trip activity to solidify CCSS instruction.

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) |
|-----------|---|
| 2400.00 | LCFF 5000-5999: Services And Other Operating Expenditures Department of Water and Power for designated grade levels |
| 2500 | LCFF 5000-5999: Services And Other Operating Expenditures Grades not incorporated in DWP Adopt a School Program |

Strategy/Activity 6
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 Kindergarten and first grade students

Strategy/Activity
 Administration will investigate PD for kindergarten and first grade teachers for "Handwriting without Tears."

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) |
|-----------|--|
| 0.00 | LCFF 1000-1999: Certificated Personnel Salaries Part of PLC leader costs from Goal 2 Strategy 14 |

Annual Review

SPSA Year Reviewed: 2020-21

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.

There is always the need to develop and implement best practices for ELA and Mathematics across curricular subjects at each grade level.

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

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.

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

School Connectedness

LEA/LCAP Goal

Goal 4

Increase students' emotional and social well being and connectedness by building attendance, parent involvement, student engagement, and reduce suspensions within 5% of baseline.

Identified Need

An attendance rate of 92.28% in 2020-2021 and a suspension rate of 7.1% in 2020-2021.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--------------------------------------|--|
| Williams Facility Survey- Percentage of schools rated good or exemplary, 100% | 100% | Maintain 100% |
| Percent of Annual Parent Survey Respondents reporting participation in school involvement opportunities, "strongly agree" 58.5% | | 10% of Parent Population at BES |
| School Attendance Rates, 92.25% | 92.25% | Increase to 95% |
| Chronic Absenteeism Rates, 14.7% | 14.7% | Decrease to 4% |
| California Healthy Kids Survey, School Connectedness 68% | 68% | School Connectedness, Increase to 70% |
| Parent Engagement | 3.56 | Increase to 4.25 (on a scale of 1-5) |
| Implementation of Paiute Shoshone Curriculum in Grades 4, 8, 11 | "met" | Maintain "met" |
| Number of Parents Completing Annual LCAP Survey to provide input on activities | 80 surveys Districtwide completed | 10% of parent population at BES |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|------------------|
| related to safety and connectedness, 125 | | |

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)

All Students

Strategy/Activity

Administration will implement Positive Behavioral Support Strategies school wide to promote quality of student life and decrease problem behaviors.

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) |
|-----------|--|
| 4200 | LCFF 4000-4999: Books And Supplies \$100 per classroom teacher for materials |

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

The vice principal will promote student leadership by hosting "Student Council" activities.

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) |
|-----------|--|
| 3383.00 | LCFF 1000-1999: Certificated Personnel Salaries Vice Principal's Cost for 55 hours |
| 1358.00 | LCFF 3000-3999: Employee Benefits Benefits for VP |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All parents

Strategy/Activity

The principal will host "Coffee with the Principals" three times a year to increase parent involvement; providing coffee, treats, and other incentives will entice parents to attend this event.

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)

500

Source(s)

LCFF
4000-4999: Books And Supplies
Coffee, treats, and incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

5th Grade Students

Strategy/Activity

Fifth grade students will take the California Healthy Kids Survey in the Fall of 2021.

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)

Other
Coordinated and conducted by ICOE

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administration and teachers will conduct Student Success Team (SST) Groups centered on student behavior and/or attendance concerns.

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) |
|-----------|--|
| 775.00 | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub costs for one hour every week |
| 78.00 | LCFF - Supplemental 3000-3999: Employee Benefits Benefits for subs |

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

A full time counselor to assist with the social emotional needs of students and tier 2 and 3 behavioral interventions.

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) |
|-----------|---|
| 79609.00 | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Site Counselor |
| 33222.00 | LCFF - Supplemental 3000-3999: Employee Benefits Benefits for counselor |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The vice principal will utilize the School Attendance Review Team for students who are chronically absent.

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) |
|-----------|---|
| 9470.00 | LCFF - Supplemental 2000-2999: Classified Personnel Salaries 25% Attendance Clerk |
| 50450.00 | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 50% VP Costs |
| 27573.00 | LCFF - Supplemental 3000-3999: Employee Benefits Clerk and Admin Benefits |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Tier II Counselor 3 days per week

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) |
|-----------|--|
| 50474.00 | Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries Tier II Counselor |
| 28130.00 | Extended Learning Opportunity 3000-3999: Employee Benefits Benefits |

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implementation of Character Strong curriculum in all classrooms.

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) |
|-----------|-----------|
|-----------|-----------|

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Liaisons will collaborate with the Indian Ed Center and Title 7 to provide opportunities for cultural celebration, education, and appreciation.

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)

500

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
instructional materials

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
5 hours liaison time for 2 liaisons for
coordination part of prior goal

LCFF - Supplemental
3000-3999: Employee Benefits
Liaison benefits part of prior goal

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Administration hopes to increase parent participation in English Language Advisory Committee (ELAC) meetings using incentives.

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)

500.00

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Food and incentives

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School Safety Enhancements such as security cameras, classroom alert system, threat assessment training.

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)

2250

Source(s)

LCFF
4000-4999: Books And Supplies
Trash cans

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administration will increase parent involvement at School Site Council meetings by offering food and incentives to encourage participation.

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)

500

Source(s)

LCFF
4000-4999: Books And Supplies
Food and incentives

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a late bus so students can engage in after-school activities and programs.

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) |
|-----------|---|
| 20000.00 | Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries 2 Certificated Staff 2 hours per week 26 weeks |
| 1600.00 | Extended Learning Opportunity 3000-3999: Employee Benefits Benefits for teachers |
| 1000.00 | Extended Learning Opportunity 4000-4999: Books And Supplies Books for program |

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Teachers

Strategy/Activity

All teachers were trained in Character Strong at the beginning of the 2021-2022 school year.

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) |
|-----------|-----------|
|-----------|-----------|

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administration will partner with outside entities to provide support for students, such as promoting positive relationships with caring adults and connecting with the community (e.g., Rotary, County of Inyo Lunch Pal and Mentor Program, and Court Appointed Special Advocates,).

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) |
|-----------|---|
| 500 | LCFF 4000-4999: Books And Supplies Supplies (refreshments/volunteer incentives and thank you notes) |

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administration will provide student recognition based on academic attributes at the end of Trimester 2 and 3 along with attendance incentives.

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)

2000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Awards, Brag Tags

Strategy/Activity 18**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Administration will seek ongoing feedback from all staff to promote student connectedness.

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)

1739317.00

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Ongoing Certificated Staff Support including
Subs and Admin

659103.00

LCFF
3000-3999: Employee Benefits
Benefits

100000.00

LCFF
4000-4999: Books And Supplies
Supplies, Materials, Books, etc for ongoing
student support

427809.00

Special Education
1000-1999: Certificated Personnel Salaries
Balance of teacher salaries

495021.00

LCFF - Supplemental

| | |
|-----------|---|
| | 2000-2999: Classified Personnel Salaries Ongoing Classified support for students |
| 227470.00 | Special Education 2000-2999: Classified Personnel Salaries Ongoing classified support for students |
| 175901.00 | Special Education 3000-3999: Employee Benefits Ongoing Classified support for students |
| 78036.00 | Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries Ongoing Certificated Staff Support |
| 234118.00 | LCFF - Supplemental 3000-3999: Employee Benefits Ongoing student support |
| 16489.00 | Extended Learning Opportunity 3000-3999: Employee Benefits Ongoing student support |

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administration and counselor will implement restorative practices and mindfulness in the classroom using a variety of resources (e.g, Mind Up curriculum, Inner Explorer).

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)

1000

Source(s)

LCFF
4000-4999: Books And Supplies

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Inclusive signage on campuses reflective of diverse student backgrounds.

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) |
|-----------|--|
| 1500.00 | LCFF 4000-4999: Books And Supplies Singage |

Annual Review

SPSA Year Reviewed: 2020-21

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.

We are increasing students' emotional and social well being and connectedness by building attendance, parent involvement, student engagement, and reducing suspensions using a variety of strategies.

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

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.

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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 | \$6858863.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$368383.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$8,629,793.00 |

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 | \$257,271.00 |
| Title II Part A: Improving Teacher Quality | \$133,321.00 |
| Title III Immigrant Education Program | \$3,173.00 |
| Title III Part A: Language Instruction for LEP Students | \$10,498.00 |
| Title VII Part A: Indian Education | \$35,853.00 |

Subtotal of additional federal funds included for this school: \$440,116.00

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 (\$) |
|----------------------------------|-----------------|
| | \$0.00 |
| CARES Act | \$29,200.00 |
| ESSER III | \$10,055.00 |
| Extended Learning Opportunity | \$534,509.00 |
| LCFF | \$4,607,402.00 |
| LCFF - Supplemental | \$1,703,432.00 |
| Lottery: Instructional Materials | \$13,531.00 |
| Other | \$0.00 |

| | |
|-------------------|----------------|
| Special Education | \$1,291,548.00 |
|-------------------|----------------|

Subtotal of state or local funds included for this school: \$8,189,677.00

Total of federal, state, and/or local funds for this school: \$8,629,793.00

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 |
|--|-----------|---------------|
| LCFF | 100000.00 | -4,507,402.00 |
| LCFF - Supplemental | 100000.00 | -1,603,432.00 |
| Special Education | 874480.00 | -417,068.00 |
| Title I | 274602.00 | 17,331.00 |
| Title II Part A: Improving Teacher Quality | 133321.00 | 0.00 |
| Title VII Part A: Indian Education | 35853.00 | 0.00 |
| Lottery: Instructional Materials | 13531.00 | 0.00 |
| Extended Learning Opportunity | 534509.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---|--------------|
| | 0.00 |
| CARES Act | 29,200.00 |
| ESSER III | 10,055.00 |
| Extended Learning Opportunity | 534,509.00 |
| LCFF | 4,607,402.00 |
| LCFF - Supplemental | 1,703,432.00 |
| Lottery: Instructional Materials | 13,531.00 |
| Other | 0.00 |
| Special Education | 1,291,548.00 |
| Title I | 257,271.00 |
| Title II Part A: Improving Teacher Quality | 133,321.00 |
| Title III Immigrant Education Program | 3,173.00 |
| Title III Part A: Language Instruction for LEP Students | 10,498.00 |
| Title VII Part A: Indian Education | 35,853.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|--------------|
| | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 5,056,590.00 |
| 2000-2999: Classified Personnel Salaries | 1,009,631.00 |
| 3000-3999: Employee Benefits | 2,356,030.00 |
| 4000-4999: Books And Supplies | 137,155.00 |
| 5000-5999: Services And Other Operating Expenditures | 44,550.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 25,837.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|-------------------------------|--------------|
| | | 0.00 |
| 1000-1999: Certificated Personnel Salaries | | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | | 0.00 |
| 4000-4999: Books And Supplies | CARES Act | 2,500.00 |
| 5000-5999: Services And Other Operating Expenditures | CARES Act | 26,700.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | ESSER III | 10,055.00 |
| 1000-1999: Certificated Personnel Salaries | Extended Learning Opportunity | 378,842.00 |
| 3000-3999: Employee Benefits | Extended Learning Opportunity | 144,667.00 |
| 4000-4999: Books And Supplies | Extended Learning Opportunity | 1,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Extended Learning Opportunity | 10,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 3,253,899.00 |
| 3000-3999: Employee Benefits | LCFF | 1,231,513.00 |
| 4000-4999: Books And Supplies | LCFF | 114,150.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 4,900.00 |

| | | |
|---|---|------------|
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 2,940.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 375,158.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 744,403.00 |
| 3000-3999: Employee Benefits | LCFF - Supplemental | 564,305.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 18,816.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 750.00 |
| 4000-4999: Books And Supplies | Lottery: Instructional Materials | 689.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Lottery: Instructional Materials | 12,842.00 |
| | Other | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Special Education | 783,877.00 |
| 2000-2999: Classified Personnel Salaries | Special Education | 227,470.00 |
| 3000-3999: Employee Benefits | Special Education | 280,201.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 165,762.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 7,676.00 |
| 3000-3999: Employee Benefits | Title I | 81,633.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 2,200.00 |
| 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 99,052.00 |
| 3000-3999: Employee Benefits | Title II Part A: Improving Teacher Quality | 34,269.00 |
| 3000-3999: Employee Benefits | Title III Immigrant Education Program | 3,173.00 |
| 2000-2999: Classified Personnel Salaries | Title III Part A: Language Instruction for LEP Students | 10,498.00 |
| 2000-2999: Classified Personnel Salaries | Title VII Part A: Indian Education | 19,584.00 |
| 3000-3999: Employee Benefits | Title VII Part A: Indian Education | 16,269.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 349,232.00 |

| | |
|--------|--------------|
| Goal 2 | 3,793,902.00 |
| Goal 3 | 12,823.00 |
| Goal 4 | 4,473,836.00 |

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
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

| Name of Members | Role |
|-------------------|----------------------------|
| Gretchen Skrotzki | Principal |
| Emilee Norcross | Parent or Community Member |
| | Parent or Community Member |
| Melissa Ruiz | Parent or Community Member |
| Barbara Keller | Parent or Community Member |
| Alyse Caton | Parent or Community Member |
| Garrett Carr | Other School Staff |
| Shelly Daugherty | Classroom Teacher |
| Rebecca Rosen | Classroom Teacher |

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 |
|-----------|---|
| | Other: Parent Teacher Organization/Teachers and Staff Members |

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 December 6, 2021.

Attested:

Principal, Dr. Gretchen Skrotzki on

SSC Chairperson, Alyse Caton on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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 review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. 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).
- F. 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
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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