



School Plan for Student Achievement

School Name	Contact Name and Title	Email and Phone
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CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
33736766031710	April 26, 2021	June 24, 2021

Plan Summary [2021-22]

Purpose and Description

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

Schoolwide Program

This School Plan describes a School-wide Program that includes strategies, actions, and services that address the requirements for Comprehensive Support and Improvement.

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

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

Peter Pendleton SPSA strategies are in alignment with District's LCAP goals 1-3 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

- 1) Increase student achievement and other pupil outcomes to prepare all students for College, Career, and Citizenship in the 21st Century: Peter Pendleton will ensure that District curriculums and the pacing guides are implemented with fidelity. Teachers working in PLCs, PD's and with Administration will implement instructional strategies that includes critical thinking skills, engagement, academic and digital literacy to ensure success for all students.
- 2) Improve conditions of learning in a fiscally solvent and operationally efficient manner: Peter Pendleton will work to increase student engagement, connectedness to school and provide supports for struggling students.

3) Increase involvement and collaboration among students, parents, staff and community members: Peter Pendleton will provide opportunities for all stakeholders to participate in school events, students' education and empower parents to support their child's preparation for college and career readiness through various Parent workshops

Additional School level goals and priorities include application of District literacy instruction through RCOE as well as strengthening our math instruction with UCI Math materials and professional development to support all students' learning. Peter Pendleton will enter its third year of Positive Behavioral Interventions and Supports (PBIS), now known as Transformational Justice Model, training and implementation. Our school Transformational Justice Model works towards empowering students to develop lifelong skills such as good-decision making, respect, and problem solving.

General Information

A description of the school, its students, and its community.

Describe our School

Peter Pendleton is a premier Elementary School, determined to improve all students for success through research-based instruction. Our long-term goal is to prepare our students for a "College & Career Ready" focus and to be middle school ready. To achieve this long-term goal we offer AVID, rigorous instruction, Leadership and other support systems to improve our students' opportunities toward preparing for middle school. It is an honor to work with our dedicated and highly experienced staff, supportive parents, and wonderful children. As an Educational Leader, I lead with a collaborative spirit and high expectations for all staff and students towards achieving excellence not only academically, but through their connections with each other in building positive relationships.

Peter Pendleton Elementary is a TK - 6th grade Elementary School, comprised of 98.4% Hispanic students, 0.2% African-American students, 0.7% Anglo-American students, and 0.2 % students of Two or More Races. During the 2020-21 school year, Peter Pendleton had approximately 523 students enrolled, including 9.3% students with disabilities, 46% English Language Learners, and 94.8% socioeconomically disadvantaged students.

SPSA Highlights

A brief overview of the SPSA, including any key features that should be emphasized.

Through actions that are structured in a Multi-Tiered System of Supports through strategic planning, programs and monitoring; the goals and categories are broad within this SPSA to enable ample flexibility for a wide variety of programs and services that are in alignment with District's LCAP goals 1-3 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

1) Increase student achievement and other pupil outcomes to prepare all students for College, Career, and Citizenship in the 21st Century: with an equity lens, Peter Pendleton will work to provide curriculum and instruction that includes critical thinking skills, language objectives, academic and digital literacy in all subject areas to ensure success for all students.

2) Improve conditions of learning in a fiscally solvent and operationally efficient manner: with an equity lens, increase student engagement, leadership, connectedness to school and provide various targeted supports for struggling students.

3) Increase engagement and collaboration among students, parents, staff and community members: with an equity lens, provide opportunities for all stakeholders to be actively engaged in school events, students' education and provide technology literacy workshops as well as other relevant topics to support parents with their children's pre-teen social and academic development.

- * VAPA teacher to enrich our 3-6 Grade students
- * Lexia Program to support all students
- * Transformational Justice Model to support S.E.L.
- * Latino Commission Counselor on a part time basis
- * Parent Liaison
- * After School Math & E.L.A. Intervention offered

Need Assessment: Review of Performance

Assessment of Greater Progress

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard), local self-assessment tools and other data, stakeholder input, or other information, describe what progress toward SPSA goals that the school proudest of, and how does the school plan to maintain or build upon that success?

This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have led to improved performance for these students.

A review of the CAASPP data demonstrates an increase over the past four years in the number of students meeting/exceeding state standards. Additionally, the same data shows a steady decrease in the number of students who are "Not Meeting" state standards. Our English Learner Data on the CAASPP shows a steady increase in those students meeting/exceeding standard in ELA and Math Scores. In examining our Special Education students, the data shows a slight improved with a greater improvement in Math than ELA.

Assessment of Needs and Performance Gaps

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators. If the school was identified for CSI, TSI, or ATSI, in which areas and for which student group(s) was identification based?

What steps is the school planning to take to address these areas with the greatest need for improvement? (Surveys, Classroom Observations, Analysis of Instructional Program [teaching and learning, curriculum, professional development.]) This may include identifying any specific examples of services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have been unsuccessful in leading to improved performance for these students.

While in Distance Learning, school benchmark assessment data demonstrates low performances in ELA and Math. This data is across all student groups. Pending approval, the school is planning to provide ELD instruction to our students with greatest need, Math intervention, and English Language Arts (ELA) intervention using a pull out model.

Resource Inequities

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

The SPSA/Annual Review comprehensive needs assessment involved examining data from the California School Dashboard; local assessments, IAB's in Math and ELA, teacher-created assessments; and conversations with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other stakeholders.

Our needs assessment identified funding inequalities to support the much needed intervention to address the learning loss. Currently, we are in the process of developing our funding priorities for next school year through the LCAP process.

Need Assessment: Stakeholder Engagement

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC, other Parent Advisory Committees, Leadership Teams, departments, district staff, etc.; dates of elections, trainings, meetings aligned to agendas and minutes.)

Site Administration met with parent groups during English Learner Advisory Committee (ELAC) and School Site Council (SSC) meetings to get input on the Student Plan for Student Achievement (SPSA) Annual Review. The School Leadership Team and Site Administration reviewed, discussed, and reflected on the SPSA/Annual Review. Teachers had an opportunity to discuss successes and provide input on next year's budget. The School Site Council routinely reviewed the SPSA at SSC meetings. During the review, we discussed the impact of programs and budgets. Specifically, we discussed the impact expenditures have on student success. SSC provided valuable feedback on current successes and input on next year's budget.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

Stakeholders were provided an opportunity to evaluate our progress in the implementation of SPSA action and services, and make recommendations. The suggestions from various stakeholders focused on additional support for Mathematics, English Language Development, and English Language Arts for the students not meeting grade level standards. Students with Disabilities were also noted as needing extra support.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Funds Provided to the School for the SPSA Year Through the ConApp	\$
Total Federal Funds Provided to the School from the LEA for CSI (if applicable)	\$
Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$50,181.00

Supplemental Services

If not previously addressed, describe how the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

If the school has been identified for CSI, TSI, or ATSI, describe how the school will address the indicators and, if applicable, at-risk student groups, that led to the school’s identification.

Describe how the district has supported the CSI, TSI, and ATSI needs of the school and alignment of its plan with the LCAP and other district plans.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	%	0.19%			1
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	98.76%	98.87%	97.96%	557	523	527
Pacific Islander	%	%	0%			0
White	0.71%	0.38%	0.74%	4	2	4
Two or More Responses	%	%	0.93%			1
Not Reported	0.53%	0.76%	0.19%	3	4	5
Total Enrollment				564	529	538

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	85	88	82
Grade 1	95	71	78
Grade 2	77	85	66
Grade3	69	82	83
Grade 4	71	70	80
Grade 5	59	71	74
Grade 6	108	62	75
Total Enrollment	564	529	538

Conclusions based on this data:

1. Our enrollment data is showing a decrease in enrollment over the last 3 years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	319	255	249	56.6%	48.2%	46.3%
Fluent English Proficient (FEP)	106	131	135	18.8%	24.8%	25.1%
Reclassified Fluent English Proficient (RFEP)	60	80	32	17.5%	25.1%	12.5%

Conclusions based on this data:

1. The number of English Learners has steadily decreased over the previous three years.
2. The number of Fluent English Proficient students has demonstrated a steady percentage increase over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students			# of Students with			% of Enrolled		
	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	76	68	82	76	68	81	76	68	81	100	100	98.8
Grade 4	61	77	70	61	77	69	61	77	68	100	100	98.6
Grade 5	114	64	75	113	62	74	113	62	74	99.1	96.9	98.7
Grade 6	94	106	63	94	106	62	94	106	62	100	100	98.4
All	345	315	290	344	313	286	344	313	285	99.7	99.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	237	242	242	9.21	22.0	25.9	13.1	22.0	30.8	30.2	29.4	16.0	47.3	26.4	27.1
Grade 4	243	239	243	18.0	3.90	14.7	9.84	16.8	23.5	27.8	16.8	19.1	44.2	62.3	42.6
Grade 5	243	244	242	6.19	9.68	4.05	17.7	14.5	17.5	18.5	30.6	20.2	57.5	45.1	58.1
Grade 6	244	246	248	3.19	4.72	9.68	13.8	20.7	22.5	24.4	25.4	30.6	58.5	49.0	37.1
All	N/A	N/A	N/A	8.14	9.27	14.0	14.2	18.8	23.8	24.4	25.2	21.0	53.2	46.6	41.0

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.58	16.18	20.99	31.58	51.47	48.15	61.84	32.35	30.86
Grade 4	11.48	2.60	13.24	42.62	35.06	55.88	45.90	62.34	30.88
Grade 5	8.85	17.74	4.05	32.74	30.65	41.89	58.41	51.61	54.05
Grade 6	4.26	10.38	12.90	32.98	36.79	35.48	62.77	52.83	51.61
All Grades	7.56	11.18	12.98	34.30	38.34	45.61	58.14	50.48	41.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.58	23.53	28.40	46.05	45.59	48.15	47.37	30.88	23.46
Grade 4	11.48	6.49	10.29	54.10	36.36	52.94	34.43	57.14	36.76
Grade 5	10.62	11.29	9.46	42.48	40.32	41.89	46.90	48.39	48.65
Grade 6	4.26	7.55	14.52	30.85	33.96	58.06	64.89	58.49	27.42
All Grades	8.14	11.50	16.14	42.15	38.34	49.82	49.71	50.16	34.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.89	13.24	20.99	67.11	70.59	61.73	25.00	16.18	17.28
Grade 4	11.48	5.19	8.82	62.30	54.55	72.06	26.23	40.26	19.12
Grade 5	6.19	4.84	4.05	49.56	61.29	48.65	44.25	33.87	47.30
Grade 6	6.38	5.66	12.90	55.32	63.21	56.45	38.30	31.13	30.65
All Grades	7.56	7.03	11.93	57.27	62.30	59.65	35.17	30.67	28.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.53	25.00	28.40	48.68	55.88	48.15	40.79	19.12	23.46
Grade 4	19.67	5.19	19.12	54.10	42.86	47.06	26.23	51.95	33.82
Grade 5	11.50	19.35	4.05	37.17	37.10	40.54	51.33	43.55	55.41
Grade 6	6.38	11.32	22.58	40.43	55.66	41.94	53.19	33.02	35.48
All Grades	11.34	14.38	18.60	43.60	48.88	44.56	45.06	36.74	36.84

Conclusions based on this data:

1. Data demonstrates 62% of overall students are not meeting standards in English Language Arts.
2. The listening component of the ELA state test resulted in 88% of students not being above standard.
3. Data demonstrates a significant decrease in student proficiency during 5th Grade state testing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students			# of Students with			% of Enrolled		
	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	76	68	82	76	68	82	76	68	82	100	100	100
Grade 4	61	77	70	61	77	69	61	77	69	100	100	98.6
Grade 5	114	64	75	113	64	74	113	64	74	99.1	100	98.7
Grade 6	94	106	63	93	106	63	93	104	63	98.9	100	100
All	345	315	290	343	315	288	343	313	288	99.4	100	99.3

* 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			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	240	242	245	3.95	19.1	35.3	32.8	27.9	19.5	26.3	22.0	23.1	36.8	30.8	21.9
Grade 4	242	240	243	3.28	1.30	7.25	18.0	9.09	15.9	37.7	35.0	37.6	40.9	54.5	39.1
Grade 5	244	242	242	0.88	3.13	0.00	8.85	7.81	5.41	37.1	20.3	25.6	53.1	68.7	68.9
Grade 6	243	244	245	1.08	0.96	3.17	10.7	10.5	23.8	25.8	27.8	20.6	62.3	60.5	52.3
All	N/A	N/A	N/A	2.04	5.43	12.5	16.3	13.4	15.9	31.7	26.8	26.7	49.8	54.3	44.7

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.74	32.35	47.56	40.79	33.82	23.17	39.47	33.82	29.27
Grade 4	9.84	3.90	13.04	32.79	23.38	36.23	57.38	72.73	50.72
Grade 5	1.77	4.69	1.35	30.97	18.75	22.97	67.26	76.56	75.68
Grade 6	5.38	2.88	11.11	26.88	25.96	25.40	67.74	71.15	63.49
All Grades	8.16	9.90	19.44	32.36	25.56	26.74	59.48	64.54	53.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.89	22.06	41.46	50.00	38.24	40.24	42.11	39.71	18.29
Grade 4	13.11	2.60	8.70	32.79	32.47	44.93	54.10	64.94	46.38
Grade 5	1.77	7.81	0.00	39.82	18.75	31.08	58.41	73.44	68.92
Grade 6	2.15	1.92	6.35	30.11	32.69	34.92	67.74	65.38	58.73
All Grades	5.25	7.67	15.28	38.19	30.99	37.85	56.56	61.34	46.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.84	27.94	35.37	63.16	48.53	39.02	25.00	23.53	25.61
Grade 4	8.20	2.60	13.04	37.70	41.56	34.78	54.10	55.84	52.17
Grade 5	3.54	4.69	2.74	45.13	28.13	30.14	51.33	67.19	67.12
Grade 6	1.08	1.92	11.11	34.41	38.46	34.92	64.52	59.62	53.97
All Grades	5.54	8.31	16.38	44.90	39.30	34.84	49.56	52.40	48.78

Conclusions based on this data:

1. Data demonstrates an approximate 10% growth in math achievement.
2. Problem Solving & Modeling/ Data Analysis component of the state test has 84% of students not scoring above standard.
3. Data demonstrates a significant decrease in students meeting standard during the 5th grade assessments.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1416.4	1399.0	1434.2	1410.9	1374.5	1370.9	53	52
Grade 1	1436.1	1437.6	1449.1	1456.1	1422.7	1418.8	60	37
Grade 2	1477.8	1479.4	1489.4	1490.2	1465.9	1467.9	37	46
Grade 3	1478.3	1472.4	1461.5	1460.5	1494.6	1484.0	33	29
Grade 4	1501.5	1495.8	1498.6	1486.4	1504.1	1504.5	38	33
Grade 5	1469.7	1526.0	1459.0	1526.1	1479.8	1525.3	24	35
Grade 6	1514.9	1520.9	1508.4	1529.6	1521.0	1511.7	36	23
All Grades							281	255

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	20.75	7.69	32.08	17.31	32.08	40.38	*	34.62	53	52
1	23.33	5.41	23.33	29.73	23.33	40.54	30.00	24.32	60	37
2	40.54	10.87	43.24	45.65	*	39.13	*	4.35	37	46
3	*	3.45	33.33	34.48	33.33	37.93	*	24.14	33	29
4	*	9.09	42.11	36.36	31.58	27.27	*	27.27	38	33
5	*	17.14	45.83	40.00	*	31.43	*	11.43	24	35
6	*	8.70	41.67	52.17	36.11	26.09	*	13.04	36	23
All Grades	19.22	9.02	35.59	34.90	27.05	35.69	18.15	20.39	281	255

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	33.96	11.54	33.96	23.08	20.75	34.62	*	30.77	53	52
1	40.00	16.22	20.00	40.54	21.67	32.43	18.33	10.81	60	37
2	64.86	32.61	*	47.83	*	17.39	*	2.17	37	46
3	*	20.69	*	24.14	33.33	24.14	*	31.03	33	29
4	31.58	18.18	47.37	42.42	*	24.24	*	15.15	38	33
5	*	48.57	*	31.43	*	11.43	*	8.57	24	35
6	33.33	43.48	41.67	43.48	*	0.00	*	13.04	36	23
All Grades	36.30	25.88	31.32	35.69	17.44	22.35	14.95	16.08	281	255

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	*	5.77	*	13.46	52.83	57.69	26.42	23.08	53	52
1	*	2.70	18.33	16.22	33.33	29.73	38.33	51.35	60	37
2	*	0.00	35.14	39.13	29.73	36.96	*	23.91	37	46
3		0.00	*	24.14	36.36	51.72	33.33	24.14	33	29
4	*	3.03	39.47	24.24	28.95	51.52	28.95	21.21	38	33
5	*	5.71	*	8.57	*	62.86	*	22.86	24	35
6	*	0.00	*	8.70	44.44	60.87	30.56	30.43	36	23
All Grades	7.83	2.75	24.91	20.00	38.08	49.41	29.18	27.84	281	255

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	60.38	17.31	33.96	69.23	*	13.46	53	52
1	58.33	35.14	31.67	62.16	*	2.70	60	37
2	59.46	8.70	*	89.13	*	2.17	37	46
3	*	6.90	72.73	62.07	*	31.03	33	29
4	36.84	9.09	55.26	75.76	*	15.15	38	33
5	*	8.57	66.67	80.00	*	11.43	24	35
6	*	8.70	61.11	65.22	*	26.09	36	23
All Grades	41.64	14.12	46.26	72.94	12.10	12.94	281	255

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	28.30	7.69	54.72	53.85	*	38.46	53	52
1	30.00	13.51	41.67	64.86	28.33	21.62	60	37
2	72.97	36.96	*	56.52	*	6.52	37	46
3	33.33	27.59	39.39	48.28	*	24.14	33	29
4	57.89	39.39	31.58	45.45	*	15.15	38	33
5	50.00	71.43	*	17.14	*	11.43	24	35
6	66.67	78.26	*	17.39	*	4.35	36	23
All Grades	45.91	35.29	36.30	45.88	17.79	18.82	281	255

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	*	1.92	81.13	75.00	*	23.08	53	52
1	21.67	13.51	31.67	43.24	46.67	43.24	60	37
2	35.14	0.00	35.14	71.74	29.73	28.26	37	46
3	*	0.00	54.55	62.07	42.42	37.93	33	29
4	*	3.03	52.63	51.52	42.11	45.45	38	33
5	*	11.43	62.50	65.71	*	22.86	24	35
6	*	0.00	*	13.04	63.89	86.96	36	23
All Grades	12.81	4.31	49.11	58.43	38.08	37.25	281	255

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	*	13.46	35.85	44.23	49.06	42.31	53	52
1	*	0.00	50.00	45.95	38.33	54.05	60	37
2	*	6.52	72.97	73.91	*	19.57	37	46
3	*	13.79	57.58	68.97	*	17.24	33	29
4	*	9.09	76.32	72.73	*	18.18	38	33
5	*	11.43	62.50	77.14	*	11.43	24	35
6	*	17.39	88.89	73.91	*	8.70	36	23
All Grades	14.23	9.80	60.85	63.53	24.91	26.67	281	255

Conclusions based on this data:

1. Data indicates the Written Language Section of the ELPAC is our biggest area of need with 20% of students reaching level 3.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
529	97.4	48.2	This is the percent of students whose well-being is the responsibility of a court.
<p>This is the total number of students enrolled.</p> <p>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.</p> <p>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.</p>			

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	255	48.2
Homeless	2	0.4
Socioeconomically Disadvantaged	515	97.4
Students with Disabilities	44	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Hispanic	523	98.9
White	2	0.4





Conclusions based on this data:

- English Learners account for nearly half of the student population.
- 97% of the students are Socio-economically disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Orange</div>	<div>Suspension Rate</div> <div> Green</div>
<div>Mathematics</div> <div> Yellow</div>		

Conclusions based on this data:

- Mathematics is an area which Peter Pendleton needs to focus on as the majority of students did not meet standards.
- Chronic absenteeism remains a concern.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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  Yellow 38.8 points below standard Increased Significantly ++15.1 points 275	English Learners  Yellow 45.2 points below standard Increased ++13.3 points 198	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  Yellow 41.4 points below standard Increased Significantly ++15.3 points 269	Students with Disabilities  No Performance Color 152.6 points below standard Declined Significantly -19.5 points 28

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 39.1 points below standard Increased Significantly ++15.9 points 272	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

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 111 points below standard Maintained -0.9 points 100	Reclassified English Learners 21.9 points above standard Increased Significantly ++26.1 points 98	English Only 37.7 points below standard Maintained ++1.7 points 63
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Conclusions based on this data:

1. Our reclassified English Learners are substantially outperforming all other student groups.

School and Student Performance Data

Academic Performance Mathematics






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




This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 50.9 points below standard Increased Significantly ++27.3 points 275	 Yellow 54.6 points below standard Increased Significantly ++24 points 198	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Yellow 53.1 points below standard Increased Significantly ++27.8 points 269	 No Performance Color 114.9 points below standard Increased Significantly ++20.1 points 28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 51.3 points below standard Increased Significantly ++28.1 points 272			

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
106.6 points below standard Increased ++7 points 100	1.6 points below standard Increased Significantly ++40.3 points 98	54.3 points below standard Increased Significantly ++22.7 points 63

Conclusions based on this data:

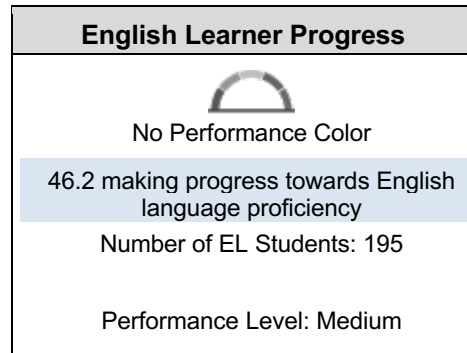
1. The greatest area of need at Peter Pendleton is the performance of our SWD in math.
2. Our reclassified English Learners increased significantly, a gain of +40.3.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.3	38.4	2.0	44.1

Conclusions based on this data:

1. 44% of students progressed at least one ELPI Level.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 15.1 Increased +2.6 562	 Orange 11.7 Maintained 0 308	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 20 15	 Orange 15.4 Increased +2.3 544	 Orange 10.9 Increased +1.5 55

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Orange <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">15.1</div> Increased +2.6 556	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. The chronic absenteeism rate for All student sub group increase by 2%.
2. Our Socioeconomic student sub group has the highest rate at 15.4%.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. n/a

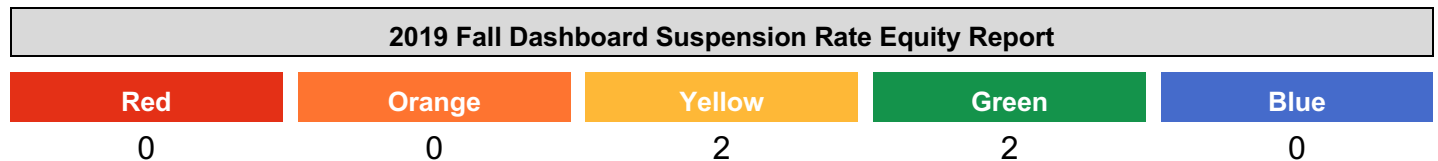
School and Student Performance Data

Conditions & Climate Suspension Rate






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






This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 2.6 Declined -0.4 571	 Yellow 1.3 Maintained -0.2 313	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 15	 Green 2.5 Declined -0.4 552	 Yellow 5.3 Declined -0.3 57

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.7 Declined -0.4 564	 No Performance Color Less than 11 Students - Data 4		 No Performance Color Less than 11 Students - Data 3

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

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	3	2.6

Conclusions based on this data:

1. Data indicates the suspension rate has decreased in all student groups.

Goals and Actions

Goal

Goal #	Description
1	For English Language Arts, the "All Students" Student Group will increase 12 points on the Standard Met/Exceeded metric of the CAASPP. For Mathematics, the "All Students" Student Group will increase 15 points on the Standard Met/Exceeded metric of the CAASPP.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
<p>State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.</p> <p>I) Professional Development: Rate the LEA's progress in</p>	<p>2- Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. The Site Reflection Tool was completed on March 25, 2019.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 4</p>				<p>2- Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 5</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework	ELD (Aligned to ELA Standards): 4 Math CCSS: 5 Science NGSS: 1 History- Social Science: 2				ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2 History- Social Science: 3
II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.	II. Instructional Materials: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 1 History- Social Science: 2				II. Instructional Materials: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2 History- Social Science: 3
III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs,	III. Progress Implementing Policies/Programs: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 1 History- Social Science: 1				III. Progress Implementing Policies/Programs: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2 History- Social Science: n/a

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
teacher pairing).					
IV. Rate the School's progress in Implementing standards for CTE/Health/PE /VAPA/World Language.	IV. Progress Implementing other adopted academic standards: CTE: n/a Health Education: n/a PE: 5 VAPA: 3 World Lang: n/a				IV. Progress Implementing other adopted academic standards: CTE: 4 Health Education: 5 PE: 5 VAPA: 4 World Lang: 5
V. Engaging with teachers and school administrators for the following activities:	V. Engaging with teachers and school administrators for the following activities:				V. Engaging with teachers and school administrators for the following activities:
A) Identifying professional learning needs for teachers and staff as a whole:	A) Identifying professional learning needs for teachers and staff: 4				A) Identifying professional learning needs for teachers and staff: 5
B) Identifying professional learning needs for individual teachers and staff:	B) Identifying professional learning needs for individual teachers and staff: 4				B) Identifying professional learning needs for individual teachers and staff: 4
C) Providing support for teachers on standards they have not mastered:	C) Providing support for teachers on standards they have not mastered: 3				C) Providing support for teachers on standards they have not mastered: 5
VI. EL access to Common Core and ELD Standards.					

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8 met or exceeded percentages & placement on CA 5 by 5 Grid)</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for: 2019 Dashboard SBAC Scores:</p> <p>ELA: All Students: 37.9% English Learners: 14% Socioeconomically Disadvantaged: 36.8% Hispanic/Latino : 37.6% Students with Disabilities: 3%</p> <p>MATH: All Students: 28.5% English Learners: 8.6% Socioeconomically Disadvantaged: 26.7% Hispanic/Latino : 28.1% Students with Disabilities: 3 %</p>				<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>2023-24 Goals:</p> <p>ELA: All Students: 60% English Learners: 35% Socioeconomically Disadvantaged: 60% Hispanic/Latino : 60% Students with Disabilities: 10%</p> <p>MATH: All Students: 38.5 % English Learners: 18.6% Socioeconomically Disadvantaged: 36.7% Hispanic/Latino : 38.1 % Students with Disabilities: 15%</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
D. EL progress (% of EL students improving 1 ELPAC Proficiency Level)	<p>D. EL progress:</p> <p>2019 Summative ELPAC Baseline Scores for English Learner Progress:</p> <p>Level 4: Well Developed: 16.4%</p> <p>Level 3: Moderately Developed: 37.8%</p> <p>Level 2: Somewhat Developed: 30.1%</p> <p>Level 1: Beginning Stage: 15.7%</p>				<p>D. EL progress:</p> <p>2023-24 Goals ELPAC Scores for English Learner Progress:</p> <p>Level 4 - Well Developed: 25%</p> <p>Level 3 - Moderately Developed: 45%</p> <p>Level 2 - Somewhat Developed: 20%</p> <p>Level 1 - Beginning Stage: 10%</p>
E. EL reclassification	E. EL reclassification: 12.5%				E. EL reclassification: 18%
<p>State Priority: 7-Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5by5 Grid</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>				<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	<p>2019 SBAC Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -38.8 Change: Increased Significantly Points change: +15.1</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -50.9 Change: Increased Significantly Points change: +27.3</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -45.2 Change: Increased Points change: +13.3</p> <p>Math Color: Yellow Status: low Distance/points from 3: -54.6</p>				<p>2023-24 Goals: Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -8 Change: Increase Significantly Points change: +30.8</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -8 Change: Increase Significantly Points change: +42.9</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -25.2 Change: Increase Significantly Points change: +20</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -39.6</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	<p>Change: Increased Significantly Points change: +24</p> <p>3) Socioeconomic ally Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -41.4 Change: Increased Significantly Points change: +15.3</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -53.1 Change: Increased Significantly Points change: +27.8</p> <p>4) Hispanic/Latino :</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -39.1 Change: Increased Significantly Points change: +15.8</p>				<p>Change: Increase Significantly Points change: +15</p> <p>3) Socioeconomic ally Disadvantage:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -10 Change: Increase Significantly Points change: +31.4</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -10 Change: Increase Significantly Points change: +43.1</p> <p>4) Hispanic/Latino :</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -10 Change: Increase Significantly Points change: +29.1</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA	Math Color: Orange Status: Low Distance/points from 3: -51.3 Change: Increased Significantly Points change: +28.1				Math Color: Yellow Status: Low Distance/points from 3: -10 Change: Increase Points change: +41.3
	C. Programs/Services developed and provided to individuals with exceptional needs: 1) Students with disabilities: Placement on 5 by 5 Grid:				C. Programs/Services developed and provided to individuals with exceptional needs: 1) Students with disabilities: Placement on 5 by 5 Grid:
	ELA Color: No Performance Color Status: Very Low Distance/points from 3: -152.6 Change: Declined Significantly Points change: -19.5 Math Color: No Performance Color Status: Very Low Distance/points from 3: -114.9				ELA Color: Orange Status: Very Low Distance/points from 3: -100 Change: Increase Significantly Points change: +52.6 Math Color: Yellow Status: Low Distance/points from 3: -70 Change: Increase Significantly

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	Change: Increased Significantly Points change: +29.1				Points change: +44.9

Evaluation of 2020-21 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

Due to COVID, modifications had to be made as students did not return to campus. For example, teachers did not have an opportunity to get pulled out for Math Data chats/professional development. Additionally, funds allocated for tutoring were not all used as students remained in distant learning. Our Transformational Justice Model had to be adapted to meet the needs of students in Distance learning. More emphasis was placed on connecting with students to ensure emotional well being. The effectiveness of the Transformational Model is not where we would like it yet. Currently, only 2 teachers have been trained. Those two teachers, along with the administrator, must train the rest of the staff. Teachers share that they have many responsibilities and would like to see a full time person dedicated to the Transformational Justice Model - such as a full time counselor. The effectiveness of the Transformational Justice Model would be greater if all staff would be equally trained and supported. Our parent liaison worked from home. As such, the allocated extra service hours were not all used as planned. Our VAPA teacher expanded her services this school year to include K-6 grade. The concern noted was that the sessions were only for 30 minutes. Lexia programs is intended to be used by all SEI students 20 minutes a day. During Distant Learning, Lexia is not being utilized as frequently by all students as we would like.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

The 2020-21 SPSA was created prior to the beginning of the school year. As such, the budgeted expenditures were done with the intention that students would be attending classes at the school site. Unfortunately, students remained on Distant Learning the majority of the school year. This required us to adjust our plan. We adjusted after school tutoring, professional development, and data chats allocations.

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Not all action items were adjusted due to COVID. Specifically, tutoring, professional development, and data chats.

As for the Instructional Specialists hired to support the 6 schools that did not have Assistant Administrators have done an amazing job of supporting all schools. The intent of the Instruction Specialists was to help the site with specific site needs, however, due to being on Distant Learning, the Instructional Specialists have supported all District Level functions in the Education Services Dept.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

The funds not used due to the above noted modifications, were utilized for the purchase of technology equipment need to support the needs of students in Distant Learning.

Identified Need(s) for 2021-2022

An explanation of why the school has developed this goal and related actions.

Based on 2018-19 CAASPP data, coupled with current year Interim Assessment Block(s) data, 71.5% of students are not meeting/exceeding standard on the Math CAASPP. For English Language Arts, 62% of students are not meeting/exceeding standards on the CAASPP. For the 2020-2021 school year, our district benchmark data for ELA and Math show us the overwhelming majority of the K-6 grade students are not meeting grade level standards. The identified need is strategic and intense focus on foundational literacy skills at the k-3 grade level. Just as important is the need to support the large number of students struggling with literacy and math in the 4-6 grade.

Actions for 2021-2022

<u>Action #</u>	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Math Support	Provide Math intervention support for students during and/or after school focused on mastering the content standards.	Principal	Sept. - May	Title I 3010 1000-1999: Certificated Personnel Salaries 6,541.00
2	Reading Intervention	Provide Reading Intervention for students after school focused on mastering content standards.	Principal	Sept. - May	Title I 3010 1000-1999: Certificated Personnel Salaries 6,000.00
3	Student Intervention Team	1.3a Provide Stipend for Intervention Planning Support Team Lead Teacher to plan, prepare for, and conduct Intervention Team Meetings. 1.3b Provide funds for certificated substitutes to cover Lead Teacher and referring teacher during Intervention Team meetings.	Principal, Intervention Lead	Aug. - May	LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.3a 1,147.00 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.3b 2,704.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
4	Data Talks - Best Practices	Cover all costs associated with the release of teachers to collaborate on teaching strategies, assessments, and data analysis to guide instruction and other school-wide focuses. 1.4a Safety Supervisors 1.4b Certificated Subs			<p>LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 1.4a 3,163.00</p> <p>LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.4b 1,200.00</p>
5	School Activities	Extra Services for Teachers to assist with or Coordinate activities such as GATE, Math Night, Science Night, Math Field Day, AVID, Prof. Development, Spelling Bee, Technology Lead, MTSS, Authors Fair, and ASB. This list does not include all, but serves as an example of some of the activities.	Principal, Leads	ALL school year	<p>LCFF Supplemental/Concentration 0701</p> <p>6,447.00</p>
6	Professional Development	Funds to cover all costs associated with Professional Development Trainings for classified & certificate such as MTSS, Strategies to Improve Attendance, Teaching Strategies, ELL Support, Discipline Best Practices and other P.D. related to support student growth. 1.6a Certificated Subs 1.6b Registration Costs, mileage, meals, and all other costs associated with	Principal		<p>LCFF Supplemental/Concentration 0701</p> <p>4,088.00</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		attending conference/training 1.6c Classified extra services			
7	Instructional Supplies	Funds to cover instructional supplies to provide supplemental material to support standards based instruction such as, but not limited to, chart paper and other supplies needed to implement school wide initiatives.			LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 4,000.00
8		Provide Math intervention support for students during and/or after school focused on mastering the content standards.			Title I 3010 1,180.00

Goals and Actions

Goal

Goal #	Description
2	Maintain a clean and safe campus conducive to learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority:					
1. Basic Services	1. Basic Services				1. Basic Services
A. Access to Curriculum-Aligned Instructional Materials: Williams Report	A. Access to Curriculum-Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency				A. Access to Curriculum-Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency
B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating	B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): January, 2021 FIT results: Overall: Rated Good with 98.33% Restroom: Rated Fair with 92.86%				B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Good rating with 98% Restroom: Rated Good with 98%

Evaluation of 2020-21 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Identified Need

An explanation of why the school has developed this goal and related actions.

No Facility Inspection Tool was completed this past year due to COVID. We are working on Painting the school and repairing the cracks that appear all over the cement walkways on campus. We do have fencing around our kinder area that is low and one can easily jump the fence onto our secured area. Site administrator has met with facilities asking for fencing that would prevent an individual from easily jumping onto our property.

Actions for 2021-2022

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		Site Administrator and custodians will monitor site cleanliness on a daily basis.			

Goals and Actions

Goal

Goal #	Description
3	Increase parent engagement by conducting monthly workshops centered on student achievement. We will also conduct a monthly family activity such as a movie night. Additionally, provide incentives/activities to recognize student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority:3- Parental Involvement	3- Parental Involvement				3- Parental Involvement
A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):	A) Administer Parent Survey: data pending				A) Administer Parent Survey in 3rd -5th grades for at least 75 families.
B) Seeking input from parents in decision making	B) Seeking input from parents in decision making: We met quorum 6 times this year for the following parent committees: SSC and ELAC.				B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SSC, ELAC, and FIAT.
C) Promoting Parental Participation:	C) Promoting Parental Participation:				C3) Promoting Parental Participation:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	At least 15 families attended our parenting workshops as measured by sign in sheets.				At least 15 families will attend our parenting workshops as measured by sign in sheets.
State Priority: 5-Pupil Engagement	5-Pupil Engagement				5-Pupil Engagement
	August 10, 2020 - April 16, 2021				2023-24 Goals:
A. School Attendance	A. Regular Program School Attendance rate: TK-3 Attendance rate: 91.25% 4-6 Attendance rate: 91.66%				A. School Attendance rate: TK-3 Attendance rate: 98% 4-6 Attendance rate: 98%
B. Chronic Absenteeism	B. Chronic Absenteeism rate: 2018-19 CA School Dashboard All Students: Chronic Absenteeism Color: Orange Status: High Percentage: 15.1% Change: Increased Percentage change: +2.6%				B. Chronic Absenteeism rate: 2023-24 Goals: 2% All Students: Chronic Absenteeism Color: Yellow Status: High Percentage: 2% Change: Decline Significantly Change from Baseline: - 13.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners: Chronic Absenteeism Color: Orange Status: High Percentage: 11.7% Change: Maintained Percentage change: 0.0%</p> <p>Socio-economically Disadvantaged: Chronic Absenteeism Color: Orange Status: High Percentage: 15.4% Change: Increased Percentage change: +2.3%</p> <p>Hispanic: Chronic Absenteeism Color: Orange Status: High Percentage: 15.1% Change: Increase Percentage change: +2.6%</p> <p>Students with Disabilities:</p>				<p>English Learners: Chronic Absenteeism Color: Green Status: Medium Percentage: 2% Change: Decline Significantly Change from Baseline: - 9.7%</p> <p>Socio-economically Disadvantaged: Chronic Absenteeism Color: Yellow Status: High Percentage: 2% Change: Decline Significantly Change from Baseline: - 13.4%</p> <p>Hispanic: Chronic Absenteeism Color: Yellow Status: High Percentage: 2% Change: Decline Significantly Change from Baseline: - 13.1%</p> <p>Students with Disabilities:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Chronic Absenteeism Color: Orange Status: High Percentage: 10.9% Change: Increase Percentage change: +1.5%				Chronic Absenteeism Color: Green Status: Medium Percentage: 2% Change: Decline Significantly Change from Baseline: - 8.9%
6-School Climate A. Pupil suspension rate	6-School Climate A. Pupil suspension rate: % 2018-19 CA School Dashboard Pupil suspension rate All Students: Suspension Color: Green Status: Medium Percentage: 2.6% Change: Declined Percentage change: -0.4% English Learners: Suspension Color: Yellow Status: Low Percentage: 1.3%				6-School Climate A. Pupil suspension rate: 0% 2023-24 Goals: All Students: Suspension Color: Green Status: Low Percentage: 2% Change: Decline Change from baseline:-0.6 % English Learners: Suspension Color: Blue Status: Very Low Percentage:1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Change: Maintained Percentage change: -0.2%</p> <p>Socio- economically Disadvantaged: Suspension Color: Green Status: Low Percentage: 2.5% Change: Declined Percentage change: -0.4%</p> <p>Hispanic: Suspension Color: Green Status: Medium Percentage: 2.7% Change: Declined Percentage change: -0.4%</p> <p>Students with Disabilities: Suspension Color: Yellow Status: High Percentage: 5.3% Change: Declined Percentage change: -0.3%</p>				<p>Change: Decline Change from baseline: -0.3%</p> <p>Socio- economically Disadvantaged: Suspension Color: Green Status: Low Percentage: 2% Change: Decline Change from baseline: -0.5%</p> <p>Hispanic: Suspension Color: Green Status: Low Percentage: 2% Change: Decline Change from baseline: -0.7%</p> <p>Students with Disabilities: Suspension Color: Green Status: Medium Percentage: 3.3% Change: Declined Change from baseline: 2.0%</p>
B. Pupil expulsion rate	B. Pupil expulsion rate: 0%				B. Pupil expulsion rate: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C. California Healthy Kids School Survey	C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.				C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS

Evaluation of 2020-21 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

This goal had to adapt to a virtual setting. Our workshops provided valuable information to support our students and families. We found it more compelling now to ensure our families received the information while in Distant Learning. Though some action items had to be modified, our goal remained constant in further enriching the home & school connection. The Latino Commission Counselor is a welcomed addition to the school site. She supports students and staff on the limited time she is at the school. It would be more effective if the counselor was at the school site every day of the week. The benefit of having the counselor on a full time basis would be to have this person be the Transformational Justice Model Lead Person at each site. They can provide presentations to each class, support Professional Development for staff, and support our family needs.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There was a difference in Budgeted vs. Actual expenditures due to COVID. Being that our students/families are not on campus, funds allocated for child care were not utilized. Additionally, the extra hours allocated for the Parent Liaison to be on campus more hours were reduced.

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Parent workshops/presentations continued via ZOOM. Our goal was to provide valuable information and keep a connection to our families. This action item worked. The parent liaison still worked her regular hours, though the extra service hours were reduced. The action item for child supervision was not effective as students remained on Distant Learning.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Our parent workshops had to be adapted to a virtual setting. Funds had to be re-allocated as child supervision hours and extra service hours for the parent liaison had to be reduced. The overall goal of family engagement had to be modified in an effort to fit the virtual environment.

Identified Need

An explanation of why the school has developed this goal and related actions.

Student achievement is possible through a collaborative effort between school, parents, and students. After being in a Distant Learning Model for a year, the data reflects an increase in students not meeting grade level standards. As such, it is more vital now than ever that our families have tools/resources to support the academic and social emotional needs of our students. We will continue to provide a monthly workshop and monthly family activity to build connection between school and home in an effort to support our stakeholders.

An additional need noted is increasing the Counselor to a full time basis at the site level. This is based on our current need coupled with the anticipated need from the Pandemic as students return to campus.

Actions for 2021-2022

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Extra Services for Classified personnel	<p>Extra Services for Classified personnel to provide, but not limited to, the following services:</p> <ul style="list-style-type: none"> * Increase work hours so parents can have more time to seek help and collaborate with school personnel * Plan parent workshops * Conduct parent workshops * Attend school presentations involving parents * Assist with Child Care and/or translation in order for parents to attend school meetings/workshops <p>3.1a Parent Liaison 3.1b Classified personnel 3.1c Parent conferences</p>			<p>Title I 3010 2000-2999: Classified Personnel Salaries 1.3a 5,365.00</p> <p>Title I 3010 2000-2999: Classified Personnel Salaries 1.3b 4,180.00</p> <p>Title I 3010 1.3c 2,119.00</p>
2	Extra Services for	Extra Services for teachers to plan, prepare, and conduct			Title I 3010

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
	teachers to plan, prepare, and conduct parent workshops	parent workshops or presentations on closing the achievement gap: <ul style="list-style-type: none"> • Math Workshops • English Language Arts • ELD • AVID • PBIS 			1000-1999: Certificated Personnel Salaries 1,247.00
3	Incentives/activities to recognize student achievement	Provide incentives/activities to recognize student achievement.			LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 800.00

District Funded Site-Based Services

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: District funded personnel and services for Goals 1, 2 and 3

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
Title I Curriculum, Instruction, and Data Driven Systems Instructional Materials - Reading assessment and intervention online program (Lexia) E.S.	August, 2020 - June, 2021	Reading Assessment & Intervention - Lexia 4000-4999: Books And Supplies	662,250	Title I
Title I Curriculum, Instruction, and Data Driven Systems Instructional Materials - Math intervention - online resources K-12	August, 2020 - June, 2021	1.7 Salary/Benefits 4000-4999: Books And Supplies	330,000	Title I
Title I Staffing 17 Visual and Performing Arts (VAPA) Teachers - E.S.	August, 2020 - June, 2021	VAPA Teachers 5000-5999: Services And Other Operating Expenditures	1,987,167	Title I
Title I Staffing Visual and Performing Arts (VAPA) Aides - E.S.	August, 2020 - June, 2021	VAPA Aides 2000-2999: Classified Personnel Salaries	529,755	Title I

School Goal #1: District funded personnel and services for Goals 1, 2 and 3

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
<p>Title I Staffing</p> <p>6 Instructional Specialists - certificated (100%)/ TOSAs K-12</p>	<p>August, 2020 - June, 2021</p>	<p>Instructional Specialists</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>641,451</p>	<p>Title I</p>
<p>Title I Professional Development</p> <p>Professional Development: Contract with Riverside County Office of Education, provide continuous training in the area of writing and supporting site leadership.</p>	<p>August, 2020 - June, 2021</p>	<p>RCOE Provided professional Development</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>194,333</p>	<p>Title I</p>
<p>Title I SEL/Blended Model</p> <p>Latino Counseling Commission - Social Emotional Counseling</p>	<p>August, 2020 - June, 2021</p>	<p>Social Emotional Counseling</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>1,881,256</p>	<p>Title I</p>
<p>LCFF Staffing</p> <p>Up to 11 Assistant Administrators of Instructional Improvement TK - 6 salaries</p>	<p>August, 2020 - June, 2021</p>	<p>Asst. Administrators at Elementary Schools</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>1,243,849</p>	<p>LCFF</p>

School Goal #1: District funded personnel and services for Goals 1, 2 and 3

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
LCFF Staffing 14 Counselor Salaries TK-12	August, 2020 - June, 2021	Counselor salaries 5800: Professional/Consulting Services And Operating Expenditures	2,282,721	LCFF
LCFF Technology Hotspots for students to have access to Wifi during Distance Learning - TK-12	January - June, 2021	Hotspots	475,000	LCFF
LCFF SEL/Blended Model 21 PBIS/ Restorative Justice Lead Stipends (\$2,500 stipend each) TK-12	August, 2020 - June, 2021	PBIS/RJ Lead Stipends 1000-1999: Certificated Personnel Salaries	67,050	LCFF
Title IV SEL/Blended Model Restorative Justice (subs, materials, contracts, PD) TK-12	August, 2020 - June, 2021	RJ Implementation 5000-5999: Services And Other Operating Expenditures	104,480	
Title IV SEL/Blended Model PBIS Stipends, subs, materials, contracts, PD - TK-12	August, 2020 - June, 2021	PBIS Implementation 5700-5799: Transfers Of Direct Costs	147,228	

School Goal #1: District funded personnel and services for Goals 1, 2 and 3

Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
	Completion Date			
Title IV SEL/Blended Model Transformational Learning Activities - TK-12	August, 2020 - June, 2021	TL Implementation 5000-5999: Services And Other Operating Expenditures	104,480	

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Of the four following options, please select the one that describes this school site.

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 (\$)

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

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 (\$)

LCFF Supplemental/Concentration 0701

\$23,549.00

Title I 3010

\$26,632.00

Subtotal of state or local funds included for this school: \$50,181.00

Total of federal, state, and/or local funds for this school: \$50,181.00

Recommendation 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Committee or Advisory Group Name

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 4/26/2021.

Attested:

H. H. Waring
Nashville

Principal, Humberto Alvarez on 4/26/2021

SSC Chairperson, Maria Lopez on 4/26/2021

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Humberto Alvarez	Principal
Bianca Lomeli	Other School Staff
Magdalena Hoy	Classroom Teacher
Teresa Quintanar	Classroom Teacher
Cheri Diaz	Classroom Teacher
Erika Martinez	Parent or Community Member
Maria Lopez	Parent or Community Member
Candelaria Chaidez	Parent or Community Member
Ana Perez	Parent or Community Member
Vacant	Parent or Community Member

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