School Year:  **2022-23**

# 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 |
|---|---|---|---|
| Townsend (Robert O.) Junior High School | 36676786105712 | May 20, 2022 | July 21, 2022 |

## 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)

X Schoolwide Program

Chino Valley Unified School District in partnership with all stakeholders at Robert O. Townsend Junior High have developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes and attain growth in the following identified priority areas: providing a high-quality teaching and learning environment for all students, connections to and engagement at school to ensure student success, and preparing all students for college and career beyond graduation. Townsend JHS is not a Title I school.

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.
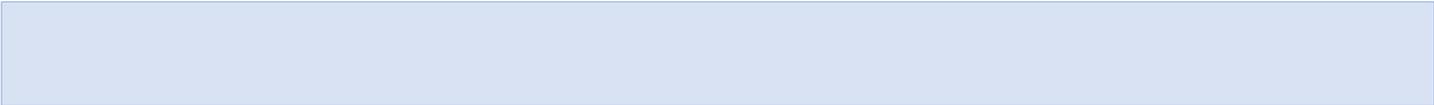
Robert O. Townsend Junior High works collaboratively with all stakeholders to develop a comprehensive plan to increase student achievement this year.  Student achievement is closely analyzed to identify areas of need, appropriate services are provided to increase student achievement, and financial support is allocated where needed.  Our school plan is developed in collaboration with our School Site Council and ELAC, and implementation of the plan is monitored throughout the school year to ensure that ESSA requirements are met.

This plan effectively meets the Every Student Succeeds Act (ESSA) and aligns with the district's three LCAP goals:

LCAP Goal 1: All students are provided a high-quality teaching and learning environment.  (Priority 1, 2, and 7)

LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success.  (Priority 3, 5, and 6)

LCAP Goal 3: All students are prepared for college and career beyond graduation.  (Priority 4 and 8)

# Table of Contents

# Centralized Services

| | |
|---|---|
| **Centralized Services Amount** | Administrative Supports - Director of Access and Equity: $160,882, Director of Health Services: $21,000, 4 Bilingual Clerks: $75,953, District Community Liaison: $12,918.00. Direct Services Supports - 4 Technology Training Specialists: $113,648, TOA Elementary ELD Coaches: $123,208, TOA Secondary ELD Coaches: $167,298. |

# 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).

The District K12 Insight Survey taken by students, parents, and staff, providing quantifiable data regarding school culture and climate.
The 2021-22 School Quality Survey for parents, students and staff was administered during in winter of 2022. At our school, we had the following numbers of participants for each participating groups:

Parents - 269
Students - 747
Staff - 31

In the K12 parent survey, we learned the following about our engagement groups:
1. 86% of the parents, feel that the school's learning standards and expectations are clearly explained to students.
2. 97% of the staff, feel that there is a teacher, counselor, or other staff member to whom a student can go for help.
3. 88% of the students, feel this school keeps families informed of their student's academic progress.

Here are three data points that we can celebrate:
1. 97% of parents said that families are encouraged to attend school-sponsored activities
2. 97% of staff said that principal and assistant principals are courteous when I have a concern.
3. 87% of students said that there is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.

Here are three data points that show our opportunities:
1. 72% of parents said that teachers give helpful feedback about student work.
2. 63% of staff said that staff members and students treat each other with respect.
3. 62% of students said that teachers give timely feedback about student work.

In the 2021-22 Family Engagement Survey, parents told us that they would like us to offer the following workshops:
1. Student social & emotional development & support
2. Curriculum
3. Technology and cyber safety.

In the 2021-22 Healthy Kids Survey, Percentage of students who have never tried vaping has decreased since the last test administration at the 9th grade and 11th grade levels.
Grade 7- 95%
Grade 9- 89%
Grade 11- 83%

The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Our overall TFI score reflects that, as of 4/7/22, an External TFI completed at Townsend

reflected 93% implementation for school-wide PBIS implementation of Tier I.  The PBIS team identified the following area(s) of focus for the 22-23 school year:
Tier 1 Team will include a parent representative, will develop a formal process for teaching all staff all aspects of the Tier 1 system, including the 4 core Tier 1 practices and conduct the training by September 2022, and will continue working to increase the percentage of parents feeling that the referral process for social, emotional, and behavioral support being communicated effectively.

## Classroom Observations

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

Our school participated in several types of classroom observations conducted during the school year.  Types and frequency are as follows:

A District Collaborative Learning Round (CLR) made up of a team of District Administrators were scheduled to walk through classrooms to collect data that is relevant to the District's Areas of Emphasis/Goals, feeder group collaborative team actions, and site emphasis on increased engagement and rigor. This was cancelled for this year due to the unique challenges of the pandemic.  In addition, the school site instructional leadership team, consisting of one teacher from each core subject area, planned to walk through classrooms to conduct site level CLRs with the principal.  This was also postponed until next year.

Administrators did conduct walk-throughs on a regular basis and observations will continue to be focused on student observables in the learning environment based on District protocol and evidence based on the District's collaborative team actions. Administration will closely observe the engagement of the EL students in the class in future visits.  Specifically, our feeder group collected evidence of learning targets being visible in the classroom and referenced during lessons.

Our next level of work will include teachers' purposeful attention to the success criteria associated with learning targets and the use of questioning strategies along with think time to increase engagement, facilitate critical thinking, and create opportunities for collaborative discussions.  CLR teams will clearly define and communicate expectations for what will be observed during classroom visits and we will provide opportunities for all teachers to participate in the CLR process.  In addition, in-person instruction will include questioning strategies to generate student-to-student and student-to-class discussions as well as structured collaboration strategies that will allow teachers to design lessons that include defined roles in pairs/groups, equitable work/contribution within pairs/groups, and include partners/groups having academic discussions around working towards achieving a common goal, solving a common problem/solution, or completing a collective task or activity.

## 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)

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance.  PLCs occur weekly to analyze data and make decisions with regards to instruction and support.  Our site administration met with district administration during Leadership Charge in July 2021 to review CVUSD Essential Standards Assessment (ESA) Data and to review progress on our site 20-21 SMART Goals.  Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 21-22 school year.  Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.
SMART Goal 1: On the 2022 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 68% to 72% and in Math will increase from 63% to 67%.
SMART Goal 2: PBIS Team reviews data at least monthly and it is shown to staff at least four times a year.
SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS.  These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the CVUSD Essential Standards Assessments, we will continue to use data from the 2018-2019 Dashboard to meet State Indicators and monitor growth.  Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

Baseline ESA Data for August 2021
Essential Standards Baseline Data Math /August 2021
Grade/ Percent Exceeded or Met standard
7th - 60.3%
8th - 41%

Essential Standards Baseline Data ELA /August 2021
Grade/ Percent Exceeded or Met standard
7th - 73%
8th – 74.2%

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

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments (ESA) will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners are a student group that we will progress monitor regularly. Here are the end of the year benchmarks that we are striving to reach for each grade level:
ESA #3
ELA 7 - 78% meeting/exceeding standards, ELA 8 - 79% meeting/exceeding standards
Math 7 - 65% meeting/exceeding standards, Math 8 - 65% meeting/exceeding standards

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Robert O. Townsend employs 39 teachers. 100% of teachers meet state certification and licensure requirements to teach in the field they are assigned.

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

Teachers have received professional development trainings with regards to state adopted instructional materials for English Language Arts.

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

Staff development is aligned to the district's 2021-2022 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process and developing teacher/student clarity around Essential Standards Support will also be given in ELA/ELD, Math, and Positive School Culture.

The following site professional development trainings have been scheduled for the 2021-2022 school year: NGSS Science pilot curriculum, Read 180 Intervention, Teacher Clarity, Co-plan/Co-teach, and First Best Instruction & Thinking Maps for new teachers.

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

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, and Students Economically Disadvantaged in order to master standards in ELA and Math. They also conduct trainings for newly hired teachers to support First Best Instruction and student engagement.

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

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet in grade level teams by department to plan, analyze and respond to student data. The instructional leadership team consisting of department chairpersons meet each month to plan the next steps for deepening PLC collaboration.

## Teaching and Learning

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

An initial analysis of the 2020-21 ESA data results took place in July with district and site personnel. SMART Goals were drafted and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student subgroups were identified in needing support to become proficient: English Learners and Students with Disabilities.

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

Our site adheres to the state recommended instructional minutes for ELA/ELD and Math and are in compliance with SB 98.

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

An analysis of curriculum lesson pacing in ELA and Math and master schedule flexibility has allowed for the development of the following intervention courses: Language Arts Intervention, and Math Intervention for 7th grade, Study Skills for 8th grade, and Reading Intervention for students with disabilities in grades 7 and 8.

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

100% of our students have available to them 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)

Teachers use SBE-adopted and standards-aligned instructional and intervention materials in all core subject areas. 100% of our students have access to standards-aligned core courses and instructional materials.

## Opportunity and Equal Educational Access

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

The following services are provided by our regular program that enable under-performing students to meet standards: Language Arts intervention using Read 180 and Math Intervention using Math 180. Students qualify for READ 180 and Math 180 based on assessment and/or teacher recommendation. Take-Control Lunch intervention is offered to students who are struggling in multiple subjects. After-school intervention supports struggling students outside of the regular school day.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are in place and include performance tasks, project-based learning, close reading, text-dependent questions, Thinking Maps, evidence-based reasoning and writing, depth of knowledge questioning, critical thinking, academic vocabulary instruction (3 Tiers), direct instruction, checking for understanding, and student collaboration in pairs, small, and large groups. READ 180 & Math 180 are research-based intervention programs for students that qualify based on assessments. Teachers work in Professional Learning Communities to determine best practices, develop common assessments, and analyze & utilize assessment data to determine intervention/reteaching needs.

## Parental Engagement

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

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey. Based on feedback from parents, areas of need include: administration being responsive when there is a concern, staff being responsive when students report bullying, and staff using family input to improve instruction. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. In order to support parents and families with instructional technology, the FEC provides virtual, small group, and 1 to 1 tutorials on how to navigate digital platforms, access Google Classroom, district, school, and teacher web pages, and where to find resources to support learning at home. The FEC offers a seven-week English Learner Parent Academy and a monthly Special Education support group meeting. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. Translation is provided at all workshops and trainings.

Townsend will host parent nights that address: Transitioning to Junior High, Student social & emotional development & support, Technology & Cyber Safety, and motivational speaker on social media & bullying issues. The district hosts parent nights on Parent Engagement, Common Core State Standards, the LCAP, and, Suicide Awareness & Prevention, and Drugs & Cyber Issues.

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 Action Team for Partnership committee collaborates on the development of the parental engagement policy and ensures each site receives SSC approval and distributes a copy to each parent and family member of each student. The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Computer Literacy, Family Writing Project, and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making, and participation in activities.

The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parents on PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success. Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable. The FEC hosts a 6-week NAMI Basics workshop for parents and family caregivers of children and teens who are experiencing symptoms of a mental illness or have already been diagnosed.

Parents, community representatives, certificated and classified personnel, and students have the opportunity to serve on School Site Council, PTSA, ELAC Advisory Committee, and the LCAP Advisory Committee.

Funding

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

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

# 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**

Robert O. Townsend is committed to meaningful stakeholder involvement in developing and gaining input on the development of the SPSA plan. Students, parents/guardians, staff and community were involved in the process. Our English Language Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Student Association (PTSA) provide our parents with an opportunity to exercise decision making. These standing committees also inform our parents about school mandates, state initiatives, school funding, and school accountability. All stakeholders reviewed the progress of actions/services implemented in the past year and reviewed data related to each school

goal.  Feedback from stakeholder surveys was included as part of the data review.  An analysis of progress toward goals, current data, and impact on student learning was done on February 23, 2022 and the SPSA was revised and updated based on identified current learning needs.  The SPSA was reviewed and shared at the following meetings:
a. School Site Council - October 2021
b. ELAC - October 2021
c. Staff Meeting - October 2021
d.    ELAC - April 2022
e.    School Site Council - May 20, 2022

# Resource Inequities

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

There is a need to supplement the core ELA curriculum for our English Learners by incorporating the Read 180 program to support language acquisition and reading improvement.  Solution will be to work collaboratively with the District's curriculum department to provide additional student licenses and teacher training.  There is also a need to provide English Learners and Students with Disabilities with an exploratory elective class.  Currently the Master Schedule only allows for one elective class, which for these students their elective class is either Designated ELD or ELA intervention.  Solution will be to provide teacher support to ensure Read 180 is being taught with full fidelity to maximize student growth in reading Lexile level, which will allow for students to be exited from intervention.  In addition, students are encouraged to participate in lunchtime and/or after-school clubs and activities to foster connectedness to school when in-person instruction resumes.

During our comprehensive needs assessment, the School Site Council as well as the Townsend staff closely analyzes student achievement data to evaluate the needs of our students, school, and programs.  Through a close study of our data, we recognize an underperformance in English Learners and that additional resources are necessary to increase achievement for our English Learners.

# School and Student Performance Data

## Student Enrollment
### Enrollment By Student Group

## Student Enrollment
### Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| **Grade** | **Number of Students** | | |
| | **18-19** | **19-20** | **20-21** |
| **Grade 7** | 505 | 589 | 518 |
| **Grade 8** | 569 | 527 | 579 |
| **Total Enrollment** | 1,074 | 1,116 | 1,097 |

**Conclusions based on this data:**

**1.** Enrollment has stayed consistent over the past three years with a slight decline in 2021-22.

# 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** | 56 | 74 | 52 | 5.2% | 6.6% | 4.7% |
| **Fluent English Proficient (FEP)** | 236 | 247 | 257 | 22.0% | 22.1% | 23.4% |
| **Reclassified Fluent English Proficient (RFEP)** | 14 | 19 | 12 | 24.1% | 33.9% | 16.2% |

**Conclusions based on this data:**

1. English Learner enrollment showed a slight decrease in 2020-21, with less students being reclassified.

# 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 | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 575 | 523 | 517 | 566 | 507 | 0 | 566 | 507 | 0 | 98.4 | 96.9 | 0.0 |
| Grade 8 | 565 | 577 | 576 | 558 | 568 | 0 | 558 | 568 | 0 | 98.8 | 98.4 | 0.0 |
| All Grades | 1140 | 1100 | 1093 | 1124 | 1075 | 0 | 1124 | 1075 | 0 | 98.6 | 97.7 | 0.0 |

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

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

| | Overall Achievement for All Students | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 2589. | 2592. | | 25.44 | 28.80 | | 45.05 | 40.04 | | 18.37 | 20.71 | | 11.13 | 10.45 | |
| Grade 8 | 2577. | 2599. | | 20.25 | 26.41 | | 37.81 | 40.49 | | 22.58 | 20.95 | | 19.35 | 12.15 | |
| All Grades | N/A | N/A | N/A | 22.86 | 27.53 | | 41.46 | 40.28 | | 20.46 | 20.84 | | 15.21 | 11.35 | |

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

| | Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 37.63 | 33.73 | | 46.11 | 50.49 | | 16.25 | 15.78 | |
| Grade 8 | 30.65 | 36.80 | | 44.09 | 45.07 | | 25.27 | 18.13 | |
| All Grades | 34.16 | 35.35 | | 45.11 | 47.63 | | 20.73 | 17.02 | |

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

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 7** | 40.11 | 43.39 | | 45.94 | 44.58 | | 13.96 | 12.03 | |
| **Grade 8** | 27.24 | 32.57 | | 47.85 | 54.58 | | 24.91 | 12.85 | |
| **All Grades** | 33.72 | 37.67 | | 46.89 | 49.86 | | 19.40 | 12.47 | |

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

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 7** | 17.49 | 21.10 | | 71.38 | 69.63 | | 11.13 | 9.27 | |
| **Grade 8** | 19.71 | 21.48 | | 66.67 | 67.08 | | 13.62 | 11.44 | |
| **All Grades** | 18.59 | 21.30 | | 69.04 | 68.28 | | 12.37 | 10.42 | |

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

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 7** | 45.58 | 39.25 | | 44.70 | 47.53 | | 9.72 | 13.21 | |
| **Grade 8** | 34.23 | 39.26 | | 46.42 | 44.54 | | 19.35 | 16.20 | |
| **All Grades** | 39.95 | 39.26 | | 45.55 | 45.95 | | 14.50 | 14.79 | |

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

**Conclusions based on this data:**

1. The percentage of students meeting or exceeding ELA/Literacy standards increased from 64% in 2017-18 to 68% in 2018-19. We will keep all the current strategies in place and will use intervention strategies to better the academic progress of those students who are struggling.

2. Over 80% of students in both 7th and 8th grade were near, at, or above the standard in reading, writing, listening, and research/inquiry, the data indicate a 3% decrease in the percentage of students below standard in reading, a 7% decrease in the percentage of students below standard in writing, and a 2% decrease in the percentage of students below standard in listening. The progress of the struggling students will be monitored and those needing Tier 2 intervention will be placed in intervention classes according to the master schedule and/or after-school intervention.

3. Little or no data is reflected in 2020-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the 2020-21 school year.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| **Overall Participation for All Students** | | | | | | | | | | | | |
| Grade 7 | 575 | 524 | 517 | 569 | 517 | 0 | 569 | 517 | 0 | 99 | 98.7 | 0.0 |
| Grade 8 | 565 | 578 | 576 | 560 | 570 | 0 | 560 | 570 | 0 | 99.1 | 98.6 | 0.0 |
| All Grades | 1140 | 1102 | 1093 | 1129 | 1087 | 0 | 1129 | 1087 | 0 | 99 | 98.6 | 0.0 |

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

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

| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| **Overall Achievement for All Students** | | | | | | | | | | | | | | | |
| Grade 7 | 2600. | 2595. | | 37.79 | 37.14 | | 29.35 | 23.98 | | 19.16 | 22.63 | | 13.71 | 16.25 | |
| Grade 8 | 2603. | 2622. | | 42.68 | 45.96 | | 16.79 | 18.07 | | 15.54 | 15.79 | | 25.00 | 20.18 | |
| All Grades | N/A | N/A | N/A | 40.21 | 41.77 | | 23.12 | 20.88 | | 17.36 | 19.04 | | 19.31 | 18.31 | |

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

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| **Concepts & Procedures** <br> **Applying mathematical concepts and procedures** | | | | | | | | | |
| Grade 7 | 52.02 | 49.13 | | 28.82 | 28.05 | | 19.16 | 22.82 | |
| Grade 8 | 53.04 | 55.79 | | 19.82 | 22.81 | | 27.14 | 21.40 | |
| All Grades | 52.52 | 52.62 | | 24.36 | 25.30 | | 23.12 | 22.08 | |

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

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 7** | 39.37 | 38.30 | | 44.64 | 43.52 | | 15.99 | 18.18 | |
| **Grade 8** | 35.71 | 39.12 | | 41.61 | 40.18 | | 22.68 | 20.70 | |
| **All Grades** | 37.56 | 38.73 | | 43.14 | 41.77 | | 19.31 | 19.50 | |

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

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 7** | 36.38 | 36.17 | | 53.08 | 49.52 | | 10.54 | 14.31 | |
| **Grade 8** | 39.82 | 44.04 | | 38.57 | 38.25 | | 21.61 | 17.72 | |
| **All Grades** | 38.09 | 40.29 | | 45.88 | 43.61 | | 16.03 | 16.10 | |

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

**Conclusions based on this data:**

1. The percentage of students meeting or exceeding standards in Mathematics maintained at 63% from 2017-18 to 2018-19.  We will keep all the current strategies in place and will use intervention strategies to better the academic progress of those students who are struggling.

2. The claim area of Concepts and Procedures continues to have the highest percentage of students that are below standard, despite a 1% decrease in students scoring below standard.  Common formative assessments will be developed to measure student growth in the area of Concepts and Procedures.  The progress of the struggling students will be monitored and those needing Tier 2 intervention will be placed in intervention classes according to the master schedule and/or after-school intervention.

3. Little or no data is reflected in 2020-21 due to the test being suspended after the testing window opened.  This data will not be included in an analysis.  We utilized ESA data as local measure in lieu of CAASPP for the this school year.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | 1538.7 | 1505.7 | 1535.5 | 1527.2 | 1488.0 | 1529.4 | 1549.6 | 1522.9 | 1541.0 | 22 | 34 | 21 |
| 8 | 1585.1 | 1567.4 | 1543.7 | 1592.4 | 1559.6 | 1523.8 | 1577.4 | 1574.6 | 1563.2 | 16 | 25 | 26 |
| All Grades | | | | | | | | | | 38 | 59 | 47 |

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

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | * | 17.65 | 23.81 | * | 29.41 | 42.86 | * | 23.53 | 19.05 | * | 29.41 | 14.29 | 22 | 34 | 21 |
| 8 | * | 28.00 | 15.38 | * | 36.00 | 46.15 | * | 24.00 | 11.54 | * | 12.00 | 26.92 | 16 | 25 | 26 |
| All Grades | 50.00 | 22.03 | 19.15 | * | 32.20 | 44.68 | * | 23.73 | 14.89 | * | 22.03 | 21.28 | 38 | 59 | 47 |

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

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | 50.00 | 29.41 | 33.33 | * | 23.53 | 42.86 | * | 11.76 | 4.76 | * | 35.29 | 19.05 | 22 | 34 | 21 |
| 8 | * | 32.00 | 23.08 | * | 44.00 | 38.46 | * | 12.00 | 15.38 | * | 12.00 | 23.08 | 16 | 25 | 26 |
| All Grades | 55.26 | 30.51 | 27.66 | * | 32.20 | 40.43 | * | 11.86 | 10.64 | * | 25.42 | 21.28 | 38 | 59 | 47 |

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

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | * | 8.82 | 9.52 | * | 26.47 | 28.57 | * | 38.24 | 33.33 | * | 26.47 | 28.57 | 22 | 34 | 21 |
| 8 | * | 20.00 | 15.38 | * | 28.00 | 30.77 | * | 40.00 | 34.62 | * | 12.00 | 19.23 | 16 | 25 | 26 |
| All Grades | 39.47 | 13.56 | 12.77 | * | 27.12 | 29.79 | * | 38.98 | 34.04 | * | 20.34 | 23.40 | 38 | 59 | 47 |

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

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | 54.55 | 11.76 | 14.29 | * | 55.88 | 71.43 | * | 32.35 | 14.29 | 22 | 34 | 21 |
| 8 | * | 28.00 | 15.38 | * | 48.00 | 65.38 | * | 24.00 | 19.23 | 16 | 25 | 26 |
| All Grades | 55.26 | 18.64 | 14.89 | 34.21 | 52.54 | 68.09 | * | 28.81 | 17.02 | 38 | 59 | 47 |

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

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | 54.55 | 44.12 | 71.43 | * | 20.59 | 14.29 | * | 35.29 | 14.29 | 22 | 34 | 21 |
| 8 | * | 48.00 | 50.00 | * | 36.00 | 30.77 | * | 16.00 | 19.23 | 16 | 25 | 26 |
| All Grades | 57.89 | 45.76 | 59.57 | 28.95 | 27.12 | 23.40 | * | 27.12 | 17.02 | 38 | 59 | 47 |

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

| Grade Level | Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | * | 14.71 | 23.81 | * | 52.94 | 33.33 | * | 32.35 | 42.86 | 22 | 34 | 21 |
| 8 | * | 32.00 | 30.77 | * | 44.00 | 26.92 | * | 24.00 | 42.31 | 16 | 25 | 26 |
| All Grades | 39.47 | 22.03 | 27.66 | * | 49.15 | 29.79 | 36.84 | 28.81 | 42.55 | 38 | 59 | 47 |

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

| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | * | 2.94 | 14.29 | 59.09 | 79.41 | 80.95 | * | 17.65 | 4.76 | 22 | 34 | 21 |
| 8 | * | 0.00 | 11.54 | * | 96.00 | 80.77 | | 4.00 | 7.69 | 16 | 25 | 26 |
| All Grades | 31.58 | 1.69 | 12.77 | 60.53 | 86.44 | 80.85 | * | 11.86 | 6.38 | 38 | 59 | 47 |

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

**Conclusions based on this data:**

1. English learners are placed in the appropriate English Language Development course(s) and receive daily Designated ELD and Integrated ELD instruction to support English acquisition. Additional data points are needed to monitor progress toward reclassification, such as grade-level common formative assessments, reading Lexile scores, and course grades.

2. Due to school closures associated with the COVID-10 pandemic, only approximately 1/3 of English Learners completed ELPAC in 2020. Approximately 2/3 of English Learners did not receive scores for ELPAC 2020.

3. The percentage of 7th grade English Learners scoring Level 3 or 4 increased by 20% in 2020-21. The percentage of 8th grade English Learners scoring Level 3 or 4 decreased by 2% in 2020-21.

# School and Student Performance Data

## Student Population

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

| 2020-21 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **1097** | **32.0** | **4.7** | **0.4** |
| 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** | 52 | 4.7 |
| **Foster Youth** | 4 | 0.4 |
| **Homeless** | 36 | 3.3 |
| **Socioeconomically Disadvantaged** | 351 | 32.0 |
| **Students with Disabilities** | 123 | 11.2 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 42 | 3.8 |
| **American Indian or Alaska Native** | | |
| **Asian** | 242 | 22.1 |
| **Filipino** | 57 | 5.2 |
| **Hispanic** | 513 | 46.8 |
| **Two or More Races** | 44 | 4.0 |
| **Native Hawaiian or Pacific Islander** | 5 | 0.5 |
| **White** | 191 | 17.4 |

**Conclusions based on this data:**

**1.** Subgroup enrollment has remained fairly consistent over the past few years, with the percentage of Socioeconomically Disadvantaged students increasing slightly each year.

# School and Student Performance Data
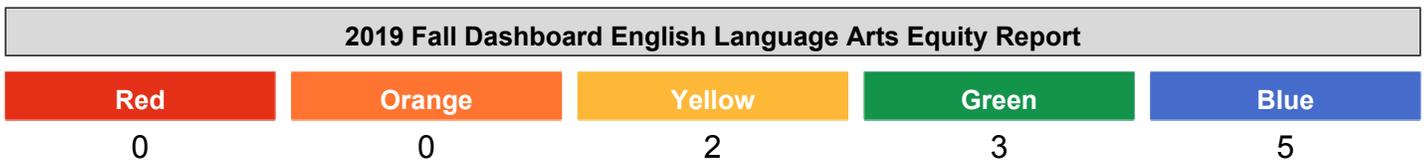
## Overall Performance

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

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

| 2019 Fall Dashboard Overall Performance for All Students |
| --- |

| Academic Performance | Academic Engagement | Conditions & Climate |
| --- | --- | --- |
| **English Language Arts**<br>Green | **Chronic Absenteeism**<br>Green | **Suspension Rate**<br>Orange |
| **Mathematics**<br>Blue | | |

**Conclusions based on this data:**

1. Student performance on the Smarter Balanced Assessment has been fairly consistent in ELA and Math.

2. English Learner students are benefiting from a school-wide focus on disciplinary literacy and Common Core literacy shifts.

3. Even with PBIS Tier 1 implementation efforts, Tier 2 & 3 MTSS-B counseling, and the use of other means of correction in lieu of suspension, students in various subgroups did not respond to counseling and other interventions.

# School and Student Performance Data

## Academic Performance
## English Language Arts

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

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

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

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

This section provides number of student groups in each color.

| 2019 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 2 | 3 | 5 |

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** |
| Green | Yellow | No Performance Color |
| 38.8 points above standard | 22.3 points below standard | 0 Students |
| Increased ++13.9 points | Increased Significantly ++17.6 points | |
| 1043 | 125 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Green | Green | Yellow |
| 6 points above standard | 9.3 points above standard | 51.9 points below standard |
| Increased Significantly ++37.5 points | Increased Significantly ++17 points | Increased Significantly ++44.8 points |
| 43 | 342 | 137 |

| **2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity** | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Blue | No Performance Color | Blue | Blue |
| 21.5 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 77.7 points above standard | 69.3 points above standard |
| Increased Significantly ++22.4 points | 4 | Increased ++12.7 points | Increased Significantly ++18.1 points |
| 37 | | 190 | 83 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | Blue | No Performance Color | Blue |
| 8.9 points above standard | 71.9 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 52.6 points above standard |
| Increased ++11.6 points | Increased ++10.3 points | 3 | Increased ++12.3 points |
| 459 | 39 | | 228 |

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

| **2019 Fall Dashboard English Language Arts Data Comparisons for English Learners** | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 69.2 points below standard | 4.1 points above standard | 40.5 points above standard |
| Maintained -0.2 points | Increased Significantly ++34.6 points | Increased ++13.4 points |
| 45 | 80 | 757 |

**Conclusions based on this data:**

**1.** Students with disabilities and English learners continue to be the lowest performing subgroups, followed by homeless students and socioeconomically disadvantaged. African American, Hispanic, Asian, and reclassified English learner students showed a decrease in performance in 2017-18. English learners increased by 17 points (from orange to yellow). Students with disabilities increased by 44 points (from red to yellow).

**2.** Common formative assessments need to be focused on essential standards and more closely aligned with Smarter Balanced Assessment items. All students will benefit from collaboration & question frames/sentence starters to facilitate whole group and small group discussions.

**3.** PLC team unit plans need to include flex days along with methods & strategies to re-engage students who do not demonstrate mastery with learning targets associated with essential standards.

# School and Student Performance Data

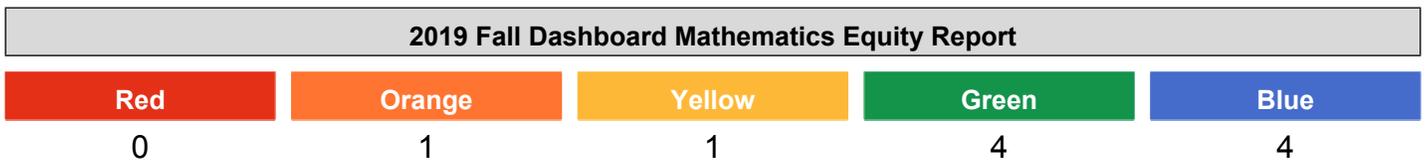## Academic Performance
## Mathematics

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

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

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

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

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 1 | 4 | 4 |

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 |
|---|---|---|
| Blue | Green | |
| 36.4 points above standard | 15.7 points below standard | |
| Increased ++10.1 points | Increased ++13.4 points | |
| 1042 | 125 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Green | Blue | Orange |
| 0.4 points below standard | 2.6 points above standard | 97.4 points below standard |
| Increased Significantly ++44.4 points | Increased Significantly ++19.5 points | Increased Significantly ++38.4 points |
| 43 | 342 | 136 |

| 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Yellow | No Performance Color | Blue | Blue |
| 24.5 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 115.7 points above standard | 74.2 points above standard |
| Maintained -2.1 points | | Increased ++6.3 points | Increased Significantly ++25.5 points |
| 37 | 4 | 190 | 82 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | Green | No Performance Color | Blue |
| 8 points below standard | 66.2 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 51.4 points above standard |
| Increased ++9.1 points | Declined -5 points | | Increased ++5.3 points |
| 459 | 39 | 3 | 228 |

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** |
| 24.4 points below standard | 10.9 points below standard | 33.4 points above standard |
| Declined Significantly -34.5 points | Increased Significantly ++30.9 points | Increased ++7.1 points |
| 45 | 80 | 756 |

**Conclusions based on this data:**

**1.** Students with disabilities continue to be the lowest performing subgroup, with African American students and Students with Two or More Races showing a decrease in performance in 2018-19. English Learners overall increased by 13 points (from Yellow to Green), with the 45 EL students declining by 34.5 points. Students with disabilities increased by 38 points (from red to orange).

**2.** Common formative assessments need to be focused on essential standards and more closely aligned with Smarter Balanced Assessment items. All students will benefit from collaboration & question frames/sentence starters to facilitate whole group and small group discussions.

**3.** PLC team unit plans need to include flex days along with methods & strategies to re-engage students who do not demonstrate mastery with learning targets associated with essential standards.
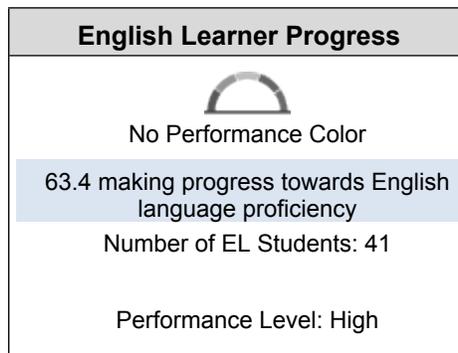
# School and Student Performance Data

## Academic Performance
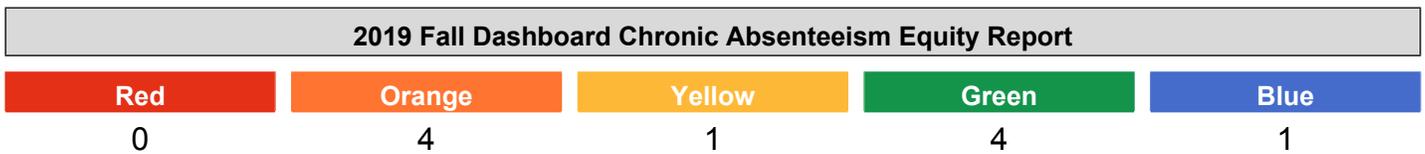## English Learner Progress

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

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

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

| 2019 Fall Dashboard English Learner Progress Indicator |
| --- |

| English Learner Progress |
| --- |
| No Performance Color |
| 63.4 making progress towards English language proficiency |
| Number of EL Students: 41 |
| Performance Level: High |

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 |
| 9.7 | 26.8 | 12.1 | 51.2 |

**Conclusions based on this data:**

1. English learner students are making progress with language acquisition.  We will continue to focus on disciplinary literacy in the core subjects.

2. English learner students will be supported with Designated and Integrated ELD using the HMH Collections curriculum along with the Language Workshop lessons and Read 180 software.

# School and Student Performance Data

## Academic Engagement
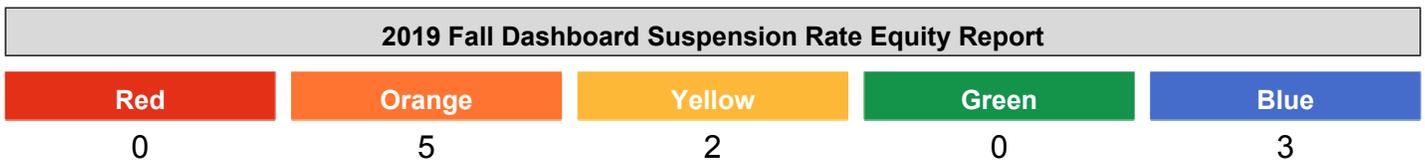## Chronic Absenteeism

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

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

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

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

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 4 | 1 | 4 | 1 |

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 |
|---|---|---|
| Green | Yellow | No Performance Color |
| 4.8 | 2.8 | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -0.6 | Increased +1.1 | 1 |
| 1110 | 71 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Green | Green | Orange |
| 6.4 | 7.3 | 10.3 |
| Declined -3.2 | Declined -1.7 | Maintained -0.3 |
| 47 | 381 | 145 |

| 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Orange | No Performance Color | Blue | Green |
| 7.7 | Less than 11 Students - Data Not Displayed for Privacy | 0 | 1.2 |
| Increased +0.9 | 4 | Declined -1 | Increased +1.2 |
| 39 | | 206 | 84 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | Orange | No Performance Color | Orange |
| 6.3 | 6.8 | Less than 11 Students - Data Not Displayed for Privacy | 5.8 |
| Declined -1.8 | Increased +1.4 | 3 | Increased +1.4 |
| 490 | 44 | | 240 |

**Conclusions based on this data:**

1. Students with disabilities, socioeconomically disadvantaged, Hispanic, and white subgroups contain the highest percentages of students absent 10% or more of the 2019-20 school year.

2. STEP meetings and SART meetings are conducted to reduce the number of students at-risk of becoming chronic absentees.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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

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

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

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

This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 5 | 2 | 0 | 3 |

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** |
| Orange | Yellow | No Performance Color |
| 3.5 | 1.4 | Less than 11 Students - Data Not 2 |
| Increased +1.9 | Increased +1.4 | |
| 1128 | 74 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Orange | Orange | Yellow |
| 2.1 | 4.6 | 5.5 |
| Increased +2.1 | Increased +2.8 | Maintained +0.2 |
| 48 | 388 | 145 |

| 2019 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Orange | No Performance Color | Blue | Blue |
| 5 | Less than 11 Students - Data 4 | 0 | 0 |
| Increased +2.7 | | Maintained 0 | Declined -2.5 |
| 40 | | 209 | 84 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | Blue | No Performance Color | Orange |
| 5 | 0 | Less than 11 Students - Data 3 | 4.9 |
| Increased +3.1 | Declined -2.7 | | Increased +3.5 |
| 500 | 45 | | 243 |

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

| 2019 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2017** | **2018** | **2019** |
| | 1.5 | 3.5 |

**Conclusions based on this data:**

**1.** PBIS Team will continue to work with staff to further Tier 1 implementation. Staff will teach & reinforce school-wide expectations and submit MTSS-B referrals for students engaging in chronic misbehaviors.

**2.** Suspensions are the result of other means of correction being exhausted or not being appropriate for a given situation. Even with PBIS Tier 1 implementation efforts, Tier 2 & 3 MTSS-B counseling, and the use of other means of correction in lieu of suspension, students in various subgroups did not respond to counseling and other interventions. There was an increase in African American students and socioeconomically disadvantaged students being suspended in 2018-19. Students with disabilities continue to have the highest subgroup percentage of students assigned suspension.

**3.** Administration will continue to apply other means of correction in lieu of suspension as a general practice. Though there was a 1.9% increase in students suspended 2018-19, with 34 total suspensions in 2019-20, and 48 in 2021-22, the percentage of students suspended will likely result in maintaining at the orange level.

# 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

High-Quality Teaching and Learning Environment

## LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]
Priority 1: Credentials, Instructional materials, Facilities
Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards
Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

# Goal 1

All teachers will provide quality first best instruction and targeted intervention utilizing instructional strategies and evidence-based programs and adoptions to ensure that all under performing and disadvantaged students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.

All teachers will be provided professional development that supports effective instructional strategies in all academic areas to ensure all students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.

1. Teachers will provide quality first best instruction and provide clarity for students by posting & referencing Learning Intentions & Success Criteria ("I Can" statements) based on Essential Standards for the observed lesson.
2. Students will engage with "I Can" statements at the start of the lesson so they know the purpose of the lesson and reflect on their success.
3. Teachers will continue working as a Professional Learning Community (PLC) to further develop instructional alignment with Essential Standards and to use Data Analysis Protocols to respond to assessments with intervention and extension activities.

## Identified Need

2019 SBAC Data:
The percentage of students meeting/exceeding standards in Grade 7 ELA decreased from 70% to 69% with the cohort increasing by 3% from Grade 6.
The percentage of students meeting/exceeding standards in Grade 8 ELA increased from 58% to 66% with the cohort decreasing by 4% from Grade 7.
The percentage of students meeting/exceeding standards in Grade 7 Math decreased from 67% to 61% with the cohort increasing by 5% from Grade 6.
The percentage of students meeting/exceeding standards in Grade 8 Math increased from 60% to 64% with the cohort decreasing by 3% from Grade 7.

The percentage of tested English Learners meeting/exceeding standards in ELA increased from 21% to 27%.

The percentage of English Learners meeting/exceeding standards in Math decreased from 58% to 48%.

The percentage of Students with Disabilities meeting/exceeding standards in ELA increased from 17% to 27%.
The percentage of Students with Disabilities meeting/exceeding standards in Math increased from 13% to 19%.

2020-21 Essential Standards Assessments:
Students meeting or exceeding standards in ELA:
Grade 7: 61.3%, 68.2%, 63.6% on ESA 1, 2, and 3
Grade 8: 69.9%, 64.6%, 62.2% on ESA 1, 2, and 3

Students meeting or exceeding standards in Math:
Grade 7: 52.9%, 53.4%, 53.6% on ESA 1, 2, and 3
Grade 8: 58.7%, 53.3%, 50.3% on ESA 1, 2, and 3
IM1: 91.6%, 91.6%, 86.2% on ESA 1, 2, and 3

2021-22 Essential Standards Assessments:
Students meeting or exceeding standards in ELA:
Grade 7: 73%, 69%, 68% on ESA 1, 2, and 3
Grade 8: 74.2%, 66.7%, 62%  on ESA 1, 2, and 3

Students meeting or exceeding standards in Math:
Grade 7: 60.3%, 57.4%, 49.4%  on ESA 1, 2, and 3
Grade 8: 41%, 57%, 60.5%  on ESA 1, 2, and 3
IM1: 71.3%, 97.1%, 99% on ESA 1, 2, and 3

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| Essential Standards Assessment - ELA/Literacy | ESA #1<br>ELA 7 - 73% meeting/exceeding standards<br>ELA 8 - 74% meeting/exceeding standards<br><br>ESA #2<br>ELA 7 - 69% meeting/exceeding standards<br>ELA 8 - 66% meeting/exceeding standards | ESA #3<br>ELA 7 - 78% meeting/exceeding standards<br>ELA 8 - 79% meeting/exceeding standards |
| Essential Standards Assessment - Math | ESA #1<br>Math 7 - 60% meeting/exceeding standards<br>Math 8 - 41% meeting/exceeding standards | ESA #3<br>Math 7 - 65% meeting/exceeding standards<br>Math 8 - 65% meeting/exceeding standards |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | ESA #2<br>Math 7 - 57.4% meeting/exceeding standards<br>Math 8 - 57% meeting/exceeding standards | |
| Classroom Observations | About 70% of teachers were posting the "I can" statement for the lesson they were teaching | Based on classroom observation data collected by administration, teachers will post the "I can" statement(s) for students 90% of the time and reference the "I can" statement 70% of the time. |

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

Teachers and classified staff will participate in professional development to learn, access, and implement the most current CCSS materials including instructional strategies to maximize student engagement and to support technology in the classroom. Professional development for teachers will focus on developing clear learning targets and success criteria for essential standards and responding to assessment data. Supplementary materials to be used will support skill development in the following areas: Identifying Similarities and Differences, Summarizing and Note Taking, Nonlinguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback, Generating and Testing Hypotheses and Cues, Questions, and Advance Organizers.

**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) |
|---|---|
| 14000.00 | Title II Part A: Improving Teacher Quality<br>1000-1999: Certificated Personnel Salaries<br>1.1a  Staff will be provided with Professional Development Training, release time, and/or extra timesheet pay to improve instructional practices, review data, conduct Collaborative Learning Rounds, and/or provide student |

| | |
|---|---|
| | support outside of the school day.  This will address the needs of all students, with a special focus on under-performing students in the content areas of ELA/ELD, Math, Science, Social Science, and Social-Emotional support. Impact will be measured by common formative assessment results and student grades. |
| 2000.00 | Title II Part A: Improving Teacher Quality<br>4000-4999: Books And Supplies<br>1.1b  Purchase materials associated with professional development to support teacher clarity, student engagement, and critical thinking. |
| 3851.00 | Lottery:  Instructional Materials<br>4000-4999: Books And Supplies<br>1.1c Purchase materials and supplies through the print center to support standards based instruction |
| 2500.00 | General Fund<br>4000-4999: Books And Supplies<br>1.1d  Purchase technology tools, software licenses, and/or equipment used for instruction of curriculum and 21st Century Skills. |
| 290506 | District Funded<br>1000-1999: Certificated Personnel Salaries<br>Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards. |
| 113648 | District Funded<br>1000-1999: Certificated Personnel Salaries<br>Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff with the integration of technology into instructional programs. |

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)                                                    Source(s)

# Annual Review

**SPSA Year Reviewed: 2021-22**

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

# ANALYSIS

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

The following strategies were partially implemented in Goal 1:

Strategy 1: Professional Development.
Because the teachers were able to meet in PLCs on a regular basis, we noticed a clear focus on essential standards this year as observed during classroom observations.  Teachers were provided professional development for deconstructing standards into learning progressions, learning intentions, and success criteria.  Though teachers worked through the process with one essential standard, additional time will be needed to complete the process for their remaining essential standards.  We were able to provide release time for teachers to develop learning intentions & success criteria for their remaining essential standards.  Next year, this strategy will continue to further refine success criteria and common formative assessments for essential standards.

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

Strategy 1: Professional Development
Expected expenditures projected to be used were $14,000.  Despite difficulty obtaining subs, we were able to spend all $14,000.

Based on classroom observations, 80% of classrooms had visible learning targets and 60% of classrooms use strategies for structured students collaboration with purposeful inclusion of non-volunteers.  The use of Thinking Maps was evidenced in 66% of core content classrooms.  The use of the ACE strategy was evidenced in 72% of core content classrooms.  This was just the second year administering the Essential Standards Assessments.  These assessments often included material that had not been taught yet.  PLC team analyzed the data to determine the priority standard(s) to focus on prior to the next ESA administration.  Teachers reflected on best practices currently happening in classrooms.  Next year's focus for in-person instruction will be to further implement the use of collaboration strategies to be used for engagement during the lesson and extension following the lesson.

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.

When looking at our expected outcome for this goal, only Math 8 met the expected outcome on the ESA.  We do not have SBAC scores at this time.  In addition, based on classroom observation, teachers have posted the "I can" statement(s) for students 80% of the time and referenced the "I can" statement 70% of the time.  We will continue with this strategy for next year as the teachers will continue their work with essential standards and our feeder group focus will continue to be on providing clarity for students through the use of student-friendly "I can" statements.

# 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

Connections and Engagement at School Ensure Student Success

## LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]
Priority 3: Parent Involvement
Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism
Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

# Goal 2

Parent Involvement:
Parents, families, and community will increase the use of the school website and Aeries Parent Portal, and will participate in school site meetings to strengthen school-home communication to foster academic success.  The school will promote parent involvement to foster and contribute to a positive learning environment, which focuses on safety, school connectedness, and student engagement as measured by a reduction in office referrals, suspensions, and school-wide surveys.. Parent participation in the School Quality Survey will increase by 10%.

MTSS B:
Suspension/Expulsion
All students will receive Tier 1 MTSS-B support through the instruction & reinforcement of school-wide expectations and Second Step lessons.
Students identified as at-risk (meeting criteria for MTSS-B) are offered Tier 2 or 3 intervention.

Chronic Absenteeism
By the first Wednesday of October, and on a monthly basis thereafter, sites will have identified students to be monitored as at-risk of chronic absenteeism.

Reduce school Dropout Rate:
100% of students have been identified, and coded appropriately within 30 days of student exit.

## Identified Need

Suspension:
The number of suspensions increased during the 2018-19 school year.  There were 61 suspensions in 2018-19, compared to 24 in 2017-18 and 38 in 2016-17.  The 61 suspensions in 2018-19 were dispersed among 39 students.  In the first 50 days of school in 2020-21 there are 19 suspensions, compared to 10 suspensions in 2018-19.  Due to a combination of Other Means of Correction in lieu of suspension being applied along with COVID-19 related school closure, the number of total suspensions in 2019-20 was 34 and in 2020-21 was 7.

Attendance:
The percentage of students present in 2020-21 was 95.32%, with 38 students being absent 10% or more of the school year.  With the percentage of students present decreasing from 97.09% in 2019-20 and from 96.2% in 2018-19, we are falling short of the district attendance goal of 97.5%.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 2021-22 Parent Survey results for Family Involvement | In 2021-22 there were 269 parent surveys completed, compared to 273 completed in 2020-21, 395 completed in 2019-20, 409 completed in 2018-19 and 209 completed in 2017-18. Of the 269 parents who completed the survey, 63% indicated that the school effectively communicates the referral process for social, emotional, and behavioral support (an increase from 36% in 2020-21). | The expectation is that the number of parents completing the parent survey will increase to 400, with 70% of parents who complete the survey indicating that the school effectively communicates the referral process for social, emotional, and behavioral support. |
| Results of the 2021-22 Tiered Fidelity Inventory | The External TFI in resulted in an overall score of 93% implementation of Tier 1.  TFI element 1.1 earned a score of 1 out of 2 due to not having a parent representative on the Tier 1 team. | The expectation is that the PBIS Team will include a parent representative.  By September 2022, 1. PBIS Team will provide overview of Tier 1 during our Parent Night, create a digital interest form for soliciting SSC membership and Tier 1 Team representative, and place a digital form on Townsend website and include in Aeries notifications to incoming parents. |
| Attendance Rate | The percentage of students present in 2021-22 was 95.37% (compared to 96.2% in 2018-19, 97.09% in 2019-20, and 95.3% in 2020-21). | The expectation is that by June 2023, the overall attendance rate will increase to 97.5%. |
| Suspension Rate | 48 suspensions were assigned during the 2021-22 school year (down from 61 suspensions during the 2018-19 school year). | The expectation is that by June 2023, the suspension rate will not exceed 45 suspensions. |

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

Increase parent participation in parent programs/training and increase participation of family input into the student learning process.
Educate parents on Academic Resources & Technology, PBIS and Social Emotional Learning, SBAC & ELPAC testing, Lexile reading, and College and Career Readiness.  Continue building parent partnerships through ELAC, SSC, PTSA, PFLN, extra-curricular activities, and informal administration meetings to strengthen the home-school partnership in the context of community and culture.

**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 | None Specified<br><br>2. 1a PTSA and staff will reach out to parents to encourage participation in school activities during and after school hours by utilizing various communication platforms including but not limited to email, digital marque, social media, phone blasts, flyers, and the school website. Provide light snacks and refreshments for parent outreach meetings. |

# 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

Hold MTSS-B STEP Team meetings in the areas of at-risk behavior: Provide teachers release time to facilitate and coordinate STEP intervention meetings with parents and intervention counselor to support student behavior progress.

**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 | None Specified |

| | 2. 2a Provide release time for teachers to participate in the MTSS-B STEP process to support student progress in the area of social-emotional learning.  During these meetings, parents will be provided the opportunity to give input on planning & developing student goals. |
|---|---|

## 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

To support school connectedness and acknowledge student effort, students will be recognized with verbal announcements through biweekly drawings and trimester awards.  Decrease the suspension rate with the use of Other Means of Correction to respond to behavior violations and through school-wide programs (Expectation Assemblies, Second Step curriculum lessons, Safe School Ambassadors, etc.) to promote a positive school culture and 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) | Source(s) |
|---|---|
| 0 | None Specified<br><br>2. 3a Maintain a school-wide acknowledgement system that provides incentives for students to be safe, respectful, and responsible. Impact will be measured by assertive discipline data reports and the Tiered Fidelity Inventory. |
| 0 | None Specified<br><br>2. 3b Provide students with programs and assemblies that include student wellness, substance abuse dangers, digital literacy & safety, and bullying prevention to support all students feeling connected when in school. Impact will be measured by teacher/counselor observations and assertive discipline data reports. |

## 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

Decrease Chronic Absenteeism - work with families to ensure attendance improves. School nurse will support families of students at-risk due to health related issues. IEP Case Carriers will work collaboratively with administration and parents to address attendance concerns through the IEP process for at-risk students with disabilities. Administration in collaboration with Student Support Services will conduct home visits to support students at risk of chronic absenteeism.

**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 | None Specified<br><br>2. 4a Provide ongoing support and offer counseling services to improve student attendance including, but not limited to: decreasing tardies, unexcused absences, truancies, chronic absenteeism. Impact will be measured by attendance reports. |
| 0 | None Specified<br><br>2. 4b Provide Saturday Work Study opportunities to regroup lost ADA. Impact will be measured by parent contacts and student attendance at Saturday Work Study. |

# Annual Review

**SPSA Year Reviewed: 2021-22**

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

# ANALYSIS

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

The following strategies were fully implemented in Goal 2:

Strategy 3: School-Wide Acknowledgement
We were able to continue the use of Townsend Ticket drawings to recognize students for demonstrating school-wide expectations. We held one in-person guest speaker assembly and two virtual assemblies for students, focusing on goal setting, responsibility & resilience, kindness, citizenship, and social media. In addition, Second Step lessons were taught each week and we conducted student & staff training for Safe School Ambassadors. Though the number of referrals this year as of 2/22/22 is 253 (compared to 197 at the same point in 2018-19, the number of referrals this year for assault/fighting decreased from 56 referrals to 40.

The following strategies were partially implemented in Goal 2.

Strategy 1: Family Engagement
We were able to hold a virtual parent night on mental health and how students & parents can access social, emotional, and behavioral support.  In addition, we were able to advertise parent workshops held at the Family Engagement Center.  Next year, we will plan on offering more parent workshops and invite parents to attend on campus when COVID protocols improve.

Strategy 2: MTSS-B STEP Meetings
Our Intervention Counselor was able to hold STEP meetings for behavior concerns after school and over the phone during the school day.  Due to difficulty obtaining subs, we have not scheduled team STEP meetings during the school day.

Strategy 4: Decrease Chronic Absenteeism
Though we have held two Saturday Work Study days to regroup attendance, several students did not participate.  Current attendance percentage is 95.37% (compared to 95.3% in 2020-21), which is largely due to COVID exposure/symptoms/illness.  The number of students meeting the criteria for chronic absentee decreased to from 215 to 170 students this year.

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

Strategy 1: For parent involvement, the number of parents attending our Mental Health services workshop was less than 30.  In addition, our guest speaker was not able to stay and present at a parent night.

Strategy 2: For MTSS-B, the Tiered Fidelity Inventory indicates the need to solicit parent & community feedback to further the implementation of PBIS Tier 1.  We will continue promoting Parent Nights, PFLN action team, PBIS Team, and Family Engagement Center resources.

Strategy 4: We did not expect the number of chronic absentee students to increase this year.  We typically have between 50 and 70 students who meet the criteria for chronic absentee.  This will need to be monitored closely next year along with noting which students are absent due to COVID exposure/symptoms/illness, since these absences are outside of family/school control.

For the School Quality Survey, identified needs include students needing to feel treated fairly and that discipline is enforced fairly; and families feeling that referral process for social, emotional, and behavioral supports is communicated effectively.  These will continue to be a focus for improvement.

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.

When looking at our expected outcome for this goal, we will maintain our focus on parent engagement by recruiting parents for PFLN action team and including a parent night early in the year for PBIS overview & feedback. In addition, we plan to hold SART meetings earlier in the year to meet with parents of students once they reach 6 absences.  We will also continue our focus on

mental health and behavior supports by implementing a Wellness Room on campus and advertising how to access our available supports at the beginning of the year. We will continue using data from our K12 Insight Survey and our Tiered Fidelity inventory to strengthen Tier 1 practices and gauge awareness of our Tier 2 supports.

# 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

Preparation for College and Career Beyond Graduation

## LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]
Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC
Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)

# Goal 3

English language Arts/English Language Development
By end of year, all students identified as at risk in ELA will be enrolled in an ELA Intervention Course that addresses specific ELA skills needed to be successfully complete all grade level ELA assessments.

English Learners -By end of year, as a result of high quality, daily Designated ELD and Integrated ELD instruction, each English learner student will increase their English language proficiency by 1 level in preparation for reclassification and successful completion of the CAASPP.
LTELs - By end of year, a reclassification plan for each Long Term English Learner will be written in order to support the student's progress towards meeting the district reclassification criteria and successful completion of the CAASPP (CVUSD LTEL Form)

Math:
By the end of year, all students identified as at-risk in mathematics will be enrolled in a Math Intervention course that addresses the specific mathematics skills needed to be successfully complete all grade level mathematics assessments.

English Learners
For the 2020-21 school year, 13 students out of 52 English Learners were reclassified for a total of 25% of our English Learners being reclassified.
For the 2021-22 school year, 11 students out of 39 English Learners were reclassified for a total of 28% of our English Learners being reclassified.
This year, the percentage of students scoring standards met or exceeded in ELA and Math will increase by 4% overall on the 2023 SBAC assessment.

## Identified Need

ELA
68% of all students scored standards met or exceeded on the ELA portion of the 2019 SBAC assessment, with 27% of students with disabilities meeting or exceeding standards, and 27% of English learners tested meeting or exceeding standards.

School Level SMART Goal: The percentage of students scoring standards met or exceeded on the 2022 SBAC assessment will increase by 4% in each grade level, with an emphasis in Reading.

Math

63% of all students scored standards met or exceeded on the Math portion of the 2019 SBAC assessment, with 19% of students with disabilities meeting or exceeding standards, and 48% of English learners meeting or exceeding standards.

School Level SMART Goal: The percentage of students scoring standards met or exceeded on the 2022 SBAC assessment will increase by 4% in each grade level, with an emphasis in Concepts and Procedures.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Essential Standards Assessment - ELA/Literacy | ESA #1<br>ELA 7 - 73% meeting/exceeding standards<br>ELA 8 - 74% meeting/exceeding standards<br><br>ESA #2<br>ELA 7 - 69% meeting/exceeding standards<br>ELA 8 - 66% meeting/exceeding standards | ESA #3<br>ELA 7 - 78% meeting/exceeding standards<br>ELA 8 - 79% meeting/exceeding standards |
| Essential Standards Assessment - Math | ESA #1<br>Math 7 - 60% meeting/exceeding standards<br>Math 8 - 41% meeting/exceeding standards<br><br>ESA #2<br>Math 7 - 57.4% meeting/exceeding standards<br>Math 8 - 57% meeting/exceeding standards | ESA #3<br>Math 7 - 65% meeting/exceeding standards<br>Math 8 - 65% meeting/exceeding standards |
| 2022 SBAC - ELA/Literacy | 2019 SBAC for ELA/Literacy - 68% of current students met/exceeded standards | 2022 SBAC for ELA/Literacy - 72% meeting/exceeding standards |
| 2022 SBAC - Math | 2019 SBAC for Math - 63% of current students met/exceeded standards | 2022 SBAC for Math - 67% meeting/exceeding standards |

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

Students who are under performing will demonstrate academic success:

By the end of the year, all students identified as at-risk in ELA will be enrolled in an intervention course that addresses specific skills needed to successfully complete all grade level ELA assessments.

By the end of the year, all students identified as at-risk in Math will be enrolled in an intervention course that addresses specific skills needed to successfully complete all grade level Math assessments.

**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 | None Specified<br><br>3. 1a The master schedule includes collaborative and intensive classes to support students with disabilities.<br>Two-period ELA blocks are utilized for students who would benefit from an intensive intervention. These classes utilize Read 180/System 44 as interventions. Two-period ELA strategic blocks provide students with more time to master the standards. Math 180 curriculum provide additional support in the Math intervention class as well as the special education Math class. Impact on student academic progress will be measured by common formative assessments and Inventory scores for Reading and Math. |

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

English Learners will have academic success as they improve their English Proficiency:

By the end of the year, as a result of high-quality, daily Designated ELD and Integrated ELD instruction, each English Learner will increase their English language proficiency by 1 level in preparation for reclassification and successful completion of SBAC assessments.

English learner students will be supported with Designated and Integrated ELD using the HMH Collections curriculum along with the Language Workshop lessons in conjunction with Read 180. ELD Instructional Coaches will provide professional development for teachers in the areas of Designated and Integrated ELD.

## 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 | None Specified<br><br>3. 2a  English Learners are placed in the appropriate 2-period intervention block based on proficiency level to strengthen academic vocabulary, speaking, listening, and writing vital to success in school and life.<br>Newcomer students with ELPAC level 1 participate in a 2-period intensive intervention block for Designated ELD.  Students with ELPAC levels 2 & 3 receive a double block of ELA core instruction using Integrated ELD strategies and Designated ELD.  Students with ELPAC level 4 receive ELA core instruction along with Integrated ELD in all core subjects. |
| 0 | None Specified<br><br>3. 2b  District instructional coaches will support ELD teachers with proper implementation of the ELD standards by providing one-on-one coaching, and classroom demonstrations to strengthen instructional strategies focused on closing the achievement gap.  Teachers will collaborate on best practices to engage students with limited English proficiency.  Impact will be measured by reading Lexile levels, common formative assessments, and student grades. |

## Strategy/Activity 3
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

GATE Identified Students

Strategy/Activity

Teachers will provide GATE students with enrichment opportunities that extend their learning and support Common Core State Standards

**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 | None Specified<br>None Specified<br>3. 3a Master schedule provides access to advanced courses and includes 5 sections of honors classes for ELA, History, and Science. In addition, master schedule now includes 4 sections of Accelerated Math 7 and 4 sections Integrated Math I. |
| 4800.00 | GATE<br>5000-5999: Services And Other Operating Expenditures<br>3. 3b Provide GATE students with experiences that promote enrichment/creativity (e.g. field trips, school assemblies, after-school workshops). |
| 5250.00 | GATE<br>4000-4999: Books And Supplies<br>3. 3c Funding will be provided for materials to support GATE enrichment activities that extend the general education curriculum, which will increase student academic progress as measured by district assessments and classroom observations. |
| 1570.00 | GATE<br>5800: Professional/Consulting Services And Operating Expenditures<br>3. 3d Teachers will attend professional development/conferences to build expertise to understand the nature of gifted students and/or the teaching/learning strategies that affect them. Impact on student academic progress will be measured by extension activities and by classroom observations. |

## Strategy/Activity 4
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Special Education

Strategy/Activity

Teachers will be provided instructional materials to support all students in accessing Common Core State Standards via technology based or traditional materials. Training and support is provided to assist teachers with implementation of Read 180/Math 180.

**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 | None Specified<br>1000-1999: Certificated Personnel Salaries<br>3. 4a Professional development and/or release time will be provided for teachers to support instructional strategies and accommodations for students. Common planning time will be allocated to planning, analyzing, and reflecting on units with general education teachers. Impact on academic progress will be measured by common formative assessments, Math/Reading inventory results, and teacher observations. |
| 0 | District Funded<br>5800: Professional/Consulting Services And Operating Expenditures<br>3. 4b Additional training in the Co-Plan/Co-Teach model will be provided for special education and general education teachers. |

## 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

Students will have access to enrichment courses and activities to enhance connectedness at school and provide opportunities to link to college and career awareness.

**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)

| 3600 | Band – General Fund<br>4000-4999: Books And Supplies<br>3.5a Materials and supplies to support the band program |
|---|---|
| 900 | Activities – General Fund<br>4000-4999: Books And Supplies<br>3.5b Materials and supplies to support enriching activities |
| 12000 | AVID<br>5000-5999: Services And Other Operating Expenditures<br>3.5c Support teachers and students with professional development, materials, and resources for successful implementation of the AVID program. |

# Annual Review

**SPSA Year Reviewed: 2021-22**

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

# ANALYSIS

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

The following strategies were fully implemented in Goal 3:

Strategy 4: Special Education instructional materials
Read 180/Math 180 is fully implemented and each teacher participated in the refresher training in August.

The following strategies were partially implemented in Goal 3.

Strategy 1: At-risk intervention
Students who were initially identified as at-risk based on teacher recommendation were enrolled in an intervention elective class.  Six students were exited at the end of Trimester 2.  Ten students were added with parent permission, while several other parents declined.  This is likely due to ESSER III funding allowing students to participate in after-school tutoring.

Strategy 2: Designated & Integrated ELD
EL students received ELD support and ELD teachers participated in team collaboration with support from ELD instructional coaches.  Last year, 13 out of 52 English Learners were reclassified as Fluent English Proficient.  This year, 11 out of 39 English Learners were reclassified as Fluent English Proficient.

Strategy 3: GATE Enrichment
GATE students were provided Science extension activities each month to engage in scientific inquiry and experimentation.  Additional materials still need to be purchased as there are remaining

funds since not all GATE students participated in the extension activities. Teachers were not interested in attending the annual CAG conference, so we will plan on having at least one teacher attend next year's conference. Grade 8 students showed a 1% growth in the number of students meeting/exceeding standards on ESA #2 from last year, and this year's grade 8 students showed a 5% increase in the number of students meeting/exceeding standards on ESA #2 compared to last year's grade 8 students.

Strategy 5: AVID and Enrichment Activities
AVID Site Team members participated in AVID Summer Institute to learn skills and strategies for implementing tutorials in the AVID elective and WICOR strategies in core classes. AVID field trip has not been scheduled due to lack of available subs. New keyboards were purchased to support our Piano Lab elective classes, along with additional electronic equipment and band instruments. Students were provided two virtual assemblies focusing on goal setting, responsibility & resilience, kindness, citizenship, and social media.

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

Strategy 1: With ESSER III funding providing after-school tutoring, not all identified students were moved into intervention elective classes. Many parents preferred to have their student in a traditional elective class.

Strategy 2: We do not yet have ELPAC data to determine if students increased their proficiency by 1 level.

Strategy 3: For GATE enrichment, additional materials still need to be purchased as there is approximately $2300 in remaining funds since not all GATE students participated in the extension activities. For next year, we will be looking to have a grade level team attend the annual CAG conference.

Strategy 5: AVID college visit field trip has not been scheduled due to lack of available subs. We will be looking to schedule a college visit field trip in October next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

When looking at our expected outcome for this goal, we plan to keep all activities the same and may make revisions to the SPSA after we receive SBAC data in the Fall. We will continue to use the Essential Standards Assessment #3 as another yearly progress indicator.

# 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 | $0 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $454,625.00 |

## 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 II Part A: Improving Teacher Quality | $16,000.00 |

Subtotal of additional federal funds included for this school: $16,000.00

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 ($) |
|---|---|
| Activities – General Fund | $900.00 |
| AVID | $12,000.00 |
| Band – General Fund | $3,600.00 |
| District Funded | $404,154.00 |
| GATE | $11,620.00 |
| General Fund | $2,500.00 |
| Lottery:  Instructional Materials | $3,851.00 |
| None Specified | $0.00 |

Subtotal of state or local funds included for this school: $438,625.00

Total of federal, state, and/or local funds for this school: $454,625.00

# 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 |
|---|---|---|
| Title II Part A: Improving Teacher Quality | 16,000.00 | 0.00 |
| GATE | 11,620.00 | 0.00 |
| Lottery:  Instructional Materials | 3,851.00 | 0.00 |
| Activities – General Fund | 900.00 | 0.00 |
| Band – General Fund | 3,600.00 | 0.00 |
| General Fund | 80,759.00 | 78,259.00 |
| AVID | 12,000 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| Activities – General Fund | 900.00 |
| AVID | 12,000.00 |
| Band – General Fund | 3,600.00 |
| District Funded | 404,154.00 |
| GATE | 11,620.00 |
| General Fund | 2,500.00 |
| Lottery:  Instructional Materials | 3,851.00 |
| None Specified | 0.00 |
| Title II Part A: Improving Teacher Quality | 16,000.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 418,154.00 |
| 4000-4999: Books And Supplies | 18,101.00 |

| 5000-5999: Services And Other Operating Expenditures | 16,800.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 1,570.00 |
| None Specified | 0.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 4000-4999: Books And Supplies | Activities – General Fund | 900.00 |
| 5000-5999: Services And Other Operating Expenditures | AVID | 12,000.00 |
| 4000-4999: Books And Supplies | Band – General Fund | 3,600.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 404,154.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | District Funded | 0.00 |
| 4000-4999: Books And Supplies | GATE | 5,250.00 |
| 5000-5999: Services And Other Operating Expenditures | GATE | 4,800.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | GATE | 1,570.00 |
| 4000-4999: Books And Supplies | General Fund | 2,500.00 |
| 4000-4999: Books And Supplies | Lottery:  Instructional Materials | 3,851.00 |
| | None Specified | 0.00 |
| 1000-1999: Certificated Personnel Salaries | None Specified | 0.00 |
| None Specified | None Specified | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 14,000.00 |
| 4000-4999: Books And Supplies | Title II Part A: Improving Teacher Quality | 2,000.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 426,505.00 |
| Goal 2 | 0.00 |
| Goal 3 | 28,120.00 |

# 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

4 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

1 Secondary Students

| Name of Members | Role |
|---|---|
| Robert Nelson | Principal |
| Marissa Murray | Other School Staff |
| Natalia Zeissig | Secondary Student |
| Ryan Brown | Classroom Teacher |
| Gillian Campbell | Classroom Teacher |
| Mary Beth Gibbons | Classroom Teacher |
| Jessica Soria | Classroom Teacher |
| Bing Bai | Parent or Community Member |
| Amanda Gonzales | Parent or Community Member |
| Elaine Jong | Parent or Community Member |
| Chrystina Smith-Rasshan | Parent or Community Member |
| Danielle White | 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.

# 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.**

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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

Developed by the California Department of Education, January 2019

# Chino Valley Unified School District

## *Robert O. Townsend Junior High School*
## Parent and Family Engagement Policy
2022-2023

### School Policy Engagement:

Robert O. Townsend Junior High School recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**.  Robert O. Townsend Junior High School shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting** to **inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement.  The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact.   The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

### Shared Responsibilities for High Student Academic Achievement:

The staff of Robert O. Townsend Junior High in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents.**  The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards, whether in a traditional, blended learning model, or distance learning model.  Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning.  The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement.  Robert O. Townsend Junior High will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below *(Epstein's Six Types of Parental Involvement)*.  The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible.  The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement. **The goals will include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area.** The compact will list how the school provides two-way communication between home and school.   It will also describe opportunities for parents to volunteer, observe, and participate in the classroom.  Annually the school-parent compact will be updated by staff and parents, based on formal and informal data.  Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes.

This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards.

Robert O. Townsend Junior High will support these home-school partnerships by using the following **six types of engagement:**

1. ***Parenting.*** We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families. Robert O. Townsend Junior High School will hold "Parent Nights" throughout the year to support parents and their children on topics such as academics, social emotional development, technology, and positive behavior supports.

2. ***Communication.*** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. Robert O. Townsend Junior High School will hold four ELAC meetings throughout the year to allow for English Language Learner parents to be involved in the decision making of EL funds and curriculum. All important documents that are sent home are translated into either Spanish or Chinese. Messages of important events are sent home via email and phone calls to the parent's primary phone number on file.

3. ***Volunteering.*** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Robert O. Townsend Junior High School will recruit parent and family members to be involved in PTSA. This parent led group has many opportunities for parents to volunteer their time both on campus and off campus. They also have the opportunity to volunteer from home. Parents are also encouraged to volunteer within the various classes and programs at Townsend.

4. ***Learning at Home.*** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Robert O. Townsend Junior High School will provide online access to grades and available textbooks. Students are also given the opportunity to practice their math and literacy skills using online curriculum resources that can be accessed online from home or school (Khan Academy, IXL Learning, Common Lit, Newsela, Tween Tribune, etc.). Many of the student classes incorporate project-based learning where the students are expected to research and create projects at home based on the state standards and the rules and guidelines from a particular class.

5. ***Decision-making.*** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Robert O. Townsend Junior High School will involve parents and students in the School Site Council where they will be able to provide feedback to the Principal about programs, policies, and funding. Within the School Site Council, the parents, students, and staff vote to approve or deny various decisions relating to school funding, programs, and policies. Townsend provides parents an annual survey to ask for feedback on existing programs and future needs.

6. ***Collaborating with Community.*** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Robert O. Townsend Junior High School will participate in Principal for a Day, where community members act as the Principal for the day. Townsend provides Family Nights at local restaurants along with special events on campus to support the

school through community building. Townsend also has Chino Human Services on site for those students who may benefit from counseling services.

## Building Capacity for Parent Engagement

The staff at Robert O. Townsend Junior High is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

## Accessibility

Our school, *Robert O. Townsend Junior High and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.*
**(revised 2020-2021)**

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|
| | English Learner Advisory Committee |
| | Departmental Advisory Committee |

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/2022.

Attested:

| | |
|---|---|
| Principal, Robert Nelson on 5/20/2022 | |
| SSC Chairperson, Ryan Brown on 5/20/2022 | |

# PARTNERSHIPS

## What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards. Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

**Learning Compact**

## DISTRICT PARENT RESOURCES

**Family Engagement Center**
**Adult School, Room 25**
**12970 Third St.   Chino, CA  91710**

*WORKSHOPS PROVIDED:*

*EL PARENT ACADEMY*
*12 POWERS OF FAMILY BUSINESS*
*PARENTS AS PARTNERS*
*TRANSITION TO JUNIOR HIGH SCHOOL*
*COMPUTER LITERACY*
*FAMILY LITERACY PROJECT-COLLEGE AWARENESS*

**Family Engagement Center Link:**

**http://www.chino.k12.ca.us/Page/8882**

**909 628-1201 ext. 5601**

**(Spanish) 909 628-1201 ext. 5602**

# FAMILY PARTICIPATION

## Activities to Build ENGAGEMENT

**Student Learning**
*--LCAP Stakeholder Meeting*
*--CHHS Presents:  Academics, Activities, and Athletics Showcase*
*--College & Career Family Night*
*--TJHS Open House*
*--Back to School Night*
*--PBIS Kick-Off*

**Social-Emotional Development and Growth**
*--Be YOU Initiative*
*-- Supporting Students Through Positive Behavior Intervention & Support and Second Step Curriculum*
*--Workshop for Transitioning to Junior High*
*--Camfel Assembly*
*--Spirit Days, Kindness Challenges*
*--Talent Show*
*--CASEL Push-In Guidance Lessons*
*--Student Welcome Community (Study Committee)*
*-- Community Circles*

## Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's' learning. Some of the ways families and staff communicate all year are:

- **School to Home**
  - Student Agenda
  - Parent Square/Aeries Parent Portal
  - School and Teacher Websites
  - School Marquee
  - Social Media Accounts
  - Teacher Requested Meetings
  - Student Progress Reports & Report Cards
- **Home to School**
  - In-Person/Phone/Email
  - Request for Parent-Teacher Meeting
  - Participation in PTSA

**https://www.chino.k12.ca.us/townsend**

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## Chino Valley Unified School District

# HOME-SCHOOL PARTNERSHIPS

## for

# STUDENT ACHIEVEMENT

## 2022-2023



*7th and 8th Grade*

*Always walk through life as if you have something new to learn and you will.*
*Vernon Howard*

**Robert O. Townsend**

**Junior High School**

15359 Ilex Dr.
Chino Hills, CA 91709
909.591.2161

## Our Goals for Student Achievement

### District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

### School Goals

All teachers will provide quality first best instruction and targeted intervention utilizing instructional strategies and evidence-based programs and adoptions to ensure that all under performing and disadvantaged students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.

### GOAL 1

Teachers will provide quality first best instruction and provide clarity for students by posting & referencing Learning Intentions & Success Criteria ("I Can" statements) based on Essential Standards for the observed lesson.

### GOAL 2

Students will engage with "I Can" statements at the start of the lesson so they know the purpose of the lesson and reflect on their success.

### GOAL 3

Teachers will continue working as a Professional Learning Community (PLC) to further develop instructional alignment with Essential Standards and to use Data Analysis Protocols to respond to assessments with intervention and extension activities.

# Teachers, Parents, Students  Shared Responsibility for Learning

## In the Classroom

As a junior high school teacher, I will engage all students with a vibrant learning climate and high-quality instruction.  Listed below are some of the student learning strategies your child will use this year.

### GOAL 1

Incorporate the 4 Cs (Critical Thinking, Collaboration, Creativity, Communication) into all disciplines with an emphasis on student engagement through collaborative communication to facilitate 21st century skills.

### GOAL 2

Support students with navigating & utilizing various technological tools such as, multi-media, online instruction platforms, communication applications, and video lessons in all core classes to facilitate 21st century technology skills.

### GOAL 3

Allow "think-time" to process a question and "pair share" to formulate a final answer before class discussions. Teachers check for understanding throughout the lesson and provide appropriate and timely feedback to students.

## At Home

Here are some ideas of how families can support students' success:

**In ELA/ELD:**

- Encourage daily reading at home and discuss readings with your student.
- Have conversations with your student and ask for reasoning and evidence.
- Encourage the use of web-based supplemental programs at home (CommonLit, Newsela, Tween Tribune, etc.).
- Attend ELA/ELD workshops, ELAC meetings.

**In Math:**

- Review homework with your student for completion and to ensure students have shown their work.
- Encourage the use of web-based supplemental programs at home (BigIdeasMath.com, Khan Academy, CAASPP Practice Test, etc.).
- Encourage students to attend before/after school help sessions.
- Attend informational meetings and parent workshops.

**In ELA/ELD, Math, Science and History:**

- Check student's agenda, notebooks, backpacks, and Aeries Portal on a daily/weekly basis as needed.
- Hold your student accountable for completing homework on a nightly basis.
- Stay in contact with your student's teachers through email, Aeries Portal, and Google Classroom.

**At home, I will reinforce classroom learning by: checking the student agenda nightly, reviewing homework, and staying in communication with teachers.**