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
Placerita Junior High School	19-65136-6058572	May 03, 2022	June 08, 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)

Schoolwide Program

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

The school has developed this Plan by aligning the site goals with the LCAP goals established by the District. All actions and services listed in this Plan are in addition to other services provided by the District through LCAP or federal program funding. In an integrated approach, the school leadership team works directly with the Director of Special Programs who coordinates, manages, and oversees the implementation of all LCAP and federal programs, ensuring that our school's work supports the District vision and goals, but does not duplicate, contradict, or supersede District initiatives.

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).

Surveys and data used to compile this assessment include: Annual review of school-wide goals; Data analysis of annual CAASPP scores and Dashboard metrics; LCAP review of district goals and supporting data; Annual student ELPAC scores; Quarterly district writing performance tasks; Student D/F grades on quarterly report cards; Interim math practice assessments; Parent Surveys at Registration, PPO, ELAC, and Foundation meetings; Staff annual surveys in faculty meetings, professional development sessions, and leadership team meetings.

Parent surveys indicate families feel welcome at Placerita, and that their students are safe at school. They also state that counselors, teachers, and administrators are available for help in personal and academic needs, and that there is a wide variety of programs for student involvement beyond the required academic coursework. Parents annually support the school-wide focus on literacy across the curriculum, daily reading periods, and a positive culture of character education.

School-wide goals and planned action steps are reviewed mid-year for progress, and revised annually based on data analysis, statewide testing scores, and improvement indicators. Teachers, counselors, and administrators are involved in writing the action plan, completing surveys, participating in professional development, and collaborating on best practices for school-wide improvement.

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

(Comprehensive Needs Assessment is attached as a separate PDF document for detailed analysis.)

All Certificated Faculty, the Leadership Team, Parent Advisory Council, and School Site Council members' answers to survey questions and data analysis determine the direction for each year's school-wide goals based on student needs. After conducting a school-wide comprehensive needs assessment (attached at the end of this plan) through the surveys and goal-setting listed above, the most critical needs for student achievement in English and Math, as well as parent engagement, and improved school-wide culture indicate the following action plan:

1) Increase all students' access to technology at school
2) Increase availability of high-interest contemporary novels, (including low lexile levels for English Learners and struggling readers) for daily student reading choices
3) Increase availability of school supplies for significant subgroups and students without access to basic educational materials at home
4) Purchase supplemental educational materials for maximizing hands-on engaging classroom curriculum
5) Provide additional extra-help and tutoring opportunities with engaging curriculum and technology after school, in the evenings, and on Saturdays as necessary
6) Provide additional hours for Bilingual Aides directly helping students learn both the English language and content material
7) Increase family access to technology and additional educational resources at school through a Parent Resource Center
8) Encourage parent support at after-school, evening, and Saturday tutoring sessions
9) Implement parent information nights and Career Days with guest speakers, professionals, and experts teaching about study habits, success skills, college & career pathways, use of Infinite Campus, access to Internet, etc.
10) Take field trips to local colleges, universities, and museums with parent volunteer chaperones
11) Implement mentoring programs building appropriate teen and adult mentor relationships
12) Increase involvement of Safe School Ambassadors in recognizing and stopping bias motivated acts toward others
13) Take field trips with an emphasis on cultural understanding, tolerance, and acceptance including parent volunteer chaperones
14) Recognize students as often as possible for genuine display of great character and academic improvement
15) Increase the number of students involved in clubs and co-curricular programs on campus
16) Continue development of intramural program for students before school, at lunch, and/or after school

Placerita's School-wide Goals for 2022-23:
1) Reduce the achievement gap between Hispanic students and White students in English Language proficiency by 5 percentage points as measured by the CAASPP test.
2) Raise the achievement level of all three sub-groups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) in Math by an additional five points as measured by the CAASPP test, as well as the overall school bringing our scores closer to the district average.
3) Increase the A,B,C grade rate as reported on quarterly grading report cards, with a dedicated focus on improving student achievement in all subjects
4) Increase the development of positive school culture by increasing the number of students and parents participating in activities and schoolwide events.
5) Improve student achievement by providing technology to promote increased academic involvement at school and at home.

Annually, all departments write specific action steps to take in order to contribute towards meeting each of our school-wide goals. Mid-year reflection provides departments the opportunity to review their action steps and progress towards achieving goals.

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)

2020-21 CAASPP results are not available due to the suspension of testing as a result of COVID-19. Insufficient data was compiled. Therefore, 2019 CAASPP data will be used as baselines to measure student achievement.

State "Dashboard" Indicators show that 3 subgroups of students are not achieving proficient scores on statewide assessments: English Language Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students. Students in these three subgroups scored lower than our school-wide and district average in English Language Arts and Mathematics. School-wide goals #1 and #2 are written specifically to address the need for increased student achievement in academic subjects.

CAASPP Score and Dashboard Data Results for English Language Arts:

2018   Overall 29.2 points above standard   (0.7% maintained)
2019   Overall 45 points above standard   (+15.8 point increase)

CAASPP Score and Dashboard Data Results for English Language Arts in 2018:

Percentage of 7th Grade students "Meeting or Exceeding Standards"   District Average   69% (no change from 2017)
Placerita   68% (+5% from 2017)

Percentage of 8th Grade students "Meeting or Exceeding Standards"   District Average   68% (+2% from 2017)
Placerita   62% (-5% from 2017)

CAASPP Score and Dashboard Data Results for Mathematics:

2018   Overall 12.4 points below standard   (2.8% maintained)
2019   Overall 4.9 points below standard   (+7.5 point increase)

CAASPP Score and Dashboard Data Results for Mathematics in 2018:

Percentage of 7th Grade students "Meeting or Exceeding Standards"   District Average   55% (+2% from 2017)
Placerita   51% (+5 from 2017)

Percentage of 8th Grade students "Meeting or Exceeding Standards"   District Average   58% (+4% from 2017)
Placerita   44% (-1% from 2017)

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

Placerita has a Professional Development Team led by the Principal, and comprised of six teachers representing each content area: English, Math, History, Science, Electives, and the Librarian. The PD Team teaches digital literacy, student engagement, strategies for increasing reading comprehension, writing skills, depth of knowledge, critical thinking, inquiry and discovery, and research-based best practices for student achievement. Professional Development sessions are held 4 times per year at the beginning of each grading quarter. PD activities teaching the Common Core anchor standards are included in monthly faculty meetings. Follow-up responsibilities and accountability occurs at monthly Leadership Team and Department meetings. The English department has conducted book studies, reading and discussing key points about student success in reading comprehension and developing a love for reading. All teachers learned how students use the "CATCH" annotation method for increasing reading comprehension across all disciplines and use it regularly in all content areas. English teachers collaborate with other departments to teach cross-curricular use of Claims, Evidence, and supportive Reasoning skills.

All teachers have the same "common prep period" as their department members, allowing for regular collaboration on lessons, activities, common planning, review of data, analyzing student achievement, and addressing departmental goals. Teachers update the "Extra Help" chart annually providing students and parents with a list of weekly hours and times when individual teachers are available to assist students (generally after school) one-on-one. There is a need for additional structured tutoring after school, as extra help hours have proven to be in demand, and frequently not long enough. Parallel support classes are built into the master schedule for students needing significant assistance with organization, study skills, and/or remedial instruction in English, Math, Reading, and designated English Language support.

Placerita maintains a culture of reading with its daily DEAR-time (Drop Everything And Read) requiring all students to read books of personal interest every day at the beginning of their third class, following brunch. The school librarian assists students personally, helping them find books of interest, and developing a love for reading a variety of genres. English teachers have changed the required "AR points" students must earn in reading each quarter to a personal goal system. Students learn how to evaluate their current reading levels and abilities then set goals for personal reflection and improvement each quarter.

Departments have adopted research-based character success traits to teach, stress throughout the year, and focus on regularly: Grit, Growth Mindset, Curiosity, Zest, Optimism, Gratitude, and Self-Control. Based on national experts in educational research, teachers infuse character education into daily lessons, activities, conversations, goals, and reflection. Six times per year, students receive recognition for demonstrating excellence in "Character Counts" traits: Responsibility, Trustworthiness, Respect, Caring, Fairness, and Citizenship.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

2020-21 CAASPP results are not available due to the suspension of testing as a result of COVID-19. Insufficient data was compiled. Therefore, 2019 CAASPP data will be used as baselines to measure student achievement.

School-wide goals for the previous school year were written to improve student achievement as measured by CAASPP scores in the Spring of 2019. When measuring progress, Placerita students overall showed significant progress in English Language proficiency scores, increasing by 15.8 points from 2018; and in mathematics improving by 7.5 points.

Specific goals also addressed closing the achievement gap between Hispanic students and White students in English Language proficiency.   Scores for Hispanic students are 58 points lower than scores for White students. This shows a significant achievement gap. Both subgroups improved from the previous year. However, the achievement gap between these two subgroups was not reduced.

Hispanic   20.4 points above standard (+ 23.9 point increase)
White   78.3 points above standard (+ 8 point increase)

In Math, Placerita's overall student scores were 4.9 points below standard. We met our goal for improvement, however, we have not yet achieved a proficient overall result, and remain below the district average. Specific goals were written to address the need to improve school-wide in math in all subgroups and as a school overall.

All subgroups showed significant improvement from last year in math:
English Learners   + 6.6 points
Socioeconomically Disadvantaged   + 7.1 points
Homeless   + 7.4 points
Students with Disabilities   + 18.8 points
Hispanic   + 12.8 points
White   + 8.3 points
Two or More Races   + 8.1 points

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

Currently all teachers at Placerita are fully credentialed and teaching within their competency area.

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

All schools hire future teachers from those who apply through EdJoin. All schools have access to interviewing the same credentialed teachers within the district. School site administrators conduct their own interviews and make their own selections. All teachers have ample opportunity for continued professional development annually as provided by the District and the school site professional development team on a regular monthly basis. Teachers can select and personalize their professional development goals through a variety of workshops, collaborative meetings, conferences, and department and/or grade level collaboration time. At Placerita, teachers meet quarterly for two hours of site-based professional development. And twice per year, the District provides an additional two hours of district-wide collaboration with a specific professional learning focus.

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

We have an instructional coach in professional development that works with teachers on specific projects throughout the year. She avails herself to teachers during the day to coach, guide, and assist. The instructional coach observes teachers on her own and when asked, she provides individualized professional development and strategies to all teachers on site. In addition there are curriculum specialists for both math and science who meet with teachers for regularly scheduled district meetings related to content, curriculum, and pacing. The district ELD Program Specialist meets with our EL teacher, coordinator and AP to review data specific to English Learners to improve student learning.

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

Teachers have regular collaboration times through several different options. Theses options include Faculty Meetings, Department Meetings, and Team Meetings. These occur monthly throughout the year. Since all our teachers have the same prep period by department there are many weekly small group collaborative meetings as well.

Teaching and Learning

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

Our District has worked diligently over the past several years to ensure that our curriculum aligns with all the specific disciplines including all the Common Core State Standards in Math and English. We have multiple district teams working on our own aligned version of Next Generation Science Standards. We have developed and will be implementing the new curriculum for Social Studies to align with the 2016 Framework. We will initiate the book adoption in 2022/23 for the new Social Studies curriculum aligned with the California Framework with full implementation in the fall of 2023/24. All department areas have specific content and performance standards that align with the State Standards.

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

Our District adheres to the specific requirements for instructional minutes. Our school does not have a late start or early release so we have more minutes of instruction than the other Junior High Schools in our district.

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

We have a combination of Study Skills, Strategic Reading and Strategic Math classes. These are in addition to the Learning Strategies classes for our students with disabilities.

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

Our District provides multiple types of instructional materials for all content areas and grade levels for all schools equally in the district.

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

All our courses follow the standards-aligned courses form the state. We also have extended day intervention courses that are sponsored by the District and also through Title I.

Opportunity and Equal Educational Access

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

A multitude of resources are provided to support student academic needs. These include, therapeutic, academic and social-emotional supports. Counseling services and a variety of interventions are widely utilized for each student individually as needed.

Evidence-based educational practices to raise student achievement

Each year our school develops a Professional Development plan for the year. It is complete in collaboration with the District Department of Special Programs. We also include lesson studies, cross-curricular collaboration, updated technology, software and training, and conferences for professional development for certificated staff within the scope of the PD Plan for the year.

Parental Engagement

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

Our parents are highly involved and connected to our school.

The resources available at Placerita for parental involvement include:
- Parent informational meetings at the beginning of the year to review a variety of procedures
- Placerita Parent Organization (PPO) meetings with parents, administration, and students to update parents about on-campus activities, programs, goals, review the mission, vision, and share in school successes.
- ELAC and DELAC meetings for our EL parents at the site and district level
- Back To School Night and Open House
- Awards Assemblies where parents are invited to recognize students who have excelled in a variety of areas
- Parent Academies - with information provided by counselors, work experience, Sheriffs, and more to assist parents with student and family needs
- Parent meetings with counselors and administration
- Parent information nights that counselors conduct to assist parents in preparing and students to be successful earning credits and graduate
- Working with our social worker
- School Site Council
- Academic and therapeutic counselors to assist in all student / parent needs
- Talking Points- a translation platform which uses two-way communication with all families in more than 100 home languages.

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)

Parents, teachers, staff members, and students are actively involved in the development, implementation, revision, and annual evaluation of our School Plan for effectively using Title 1 funds in our schoolwide program through quarterly PAC and School Site Council meetings. Parents, teachers, staff, and students are additionally involved each year in the development, implementation, and evaluation of the district's Title 3 plan to ensure academic achievement and language proficiency for English Language Learners through quarterly DELAC meetings.

Funding

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

The district provides categorical funding that allows each site to create an annual Intervention Plan for providing before and after school tutoring, and/or add extra 1/6th teaching assignments (where possible) into the school day for parallel support classes in Math and/or English. The district also provides professional development for teachers in best practices for supporting underperforming students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased student learning, and strategies for engaging all students in learning.

Fiscal support (EPC)

The district funds quarterly Parent and Student Engagement evening workshops, the LINK mentoring program, Counseling services, crisis intervention, student wellness support, donated computers for student use at home, translation services to increase parent engagement, college and career fairs, community resource events, and School Formula Accounts (SFA) for discretionary site needs.

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

Multiple meetings were held with Faculty and Staff to conduct a schoolwide needs assessment and gain specific direction from the School Site Council to guide the process of the completion of the SPSA. Annually, the SSC reviews the current SPSA and the data associated with each goal to determine how to proceed. The School Site Council allowed all stakeholders to voice their concerns, suggestions, ideas and thoughts in a Spring meeting.   Staff met to go over the findings

and discuss an action plan for meeting the needs of our students. Once all the staff input was reviewed, the School Site Council met to review and approve the action plan.

Resource Inequities

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

Placerita has not recognized any major resource inequities. We have acted on needs as they have arisen. For example, when we began a new math curriculum we acted to ensure that we had everything that we needed to effectively operate the complete scope of the curriculum. This would not have been possible to complete without the Title I funds we had available to us last year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Grade 7	544	542	498
Grade 8	543	545	529
Total Enrollment	1,087	1,087	1,027

Conclusions based on this data:

1. Our student enrollment is mostly Latino. Our Latino subgroup is 64.1% of our total enrollment.

2. In 20-21 our total enrollment showed a slight decrease from the previous years.

3. In 20-21, our 8th grade enrollment was higher than our 7th grade enrollment.

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	171	181	198	15.7%	16.7%	19.3%
Fluent English Proficient (FEP)	262	288	265	24.1%	26.5%	25.8%
Reclassified Fluent English Proficient (RFEP)	11	46	43	6.3%	26.9%	23.8%

Conclusions based on this data:

1. Our number of English Learners increased by 2.6% in 2020-21.

2. Our number of FEP students decreased slightly from 2020 to 2021.

3. We had more reclassified fluent EL students in 2019-20 than in previous years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	541	541	498	535	533	0	535	532	0	98.9	98.5	0.0
Grade 8	548	538	528	542	531	0	542	531	0	98.9	98.7	0.0
All Grades	1089	1079	1026	1077	1064	0	1077	1063	0	98.9	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.

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	2585.	2592.		27.85	30.08		39.81	41.73		19.07	15.98		13.27	12.22	
Grade 8	2588.	2613.		23.43	30.13		38.93	41.43		19.93	19.21		17.71	9.23	
All Grades	N/A	N/A	N/A	25.63	30.10		39.37	41.58		19.50	17.59		15.51	10.72	

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 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	33.83	32.33		46.17	47.93		20.00	19.74	
Grade 8	34.69	41.67		38.56	42.61		26.75	15.72	
All Grades	34.26	36.98		42.34	45.28		23.40	17.74	

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 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	44.30	49.25		43.93	41.54		11.78	9.21	
Grade 8	40.41	45.56		41.33	45.37		18.27	9.07	
All Grades	42.34	47.41		42.62	43.45		15.04	9.14	

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

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 7	17.20	18.42		67.66	69.36		15.14	12.22	
Grade 8	20.85	25.09		65.68	66.60		13.47	8.30	
All Grades	19.03	21.75		66.67	67.98		14.30	10.26	

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 7	44.49	42.29		45.23	45.11		10.28	12.59	
Grade 8	34.69	40.04		48.52	48.58		16.79	11.39	
All Grades	39.55	41.17		46.89	46.84		13.56	11.99	

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. CAASPP testing was suspended in 2020-21 because of Covid-19. Therefore no CAASPP data is available for the 2020-21 school year.

2. The highest amount of students scoring "below" standard was in the "Reading" category, providing evidence for a continued effort to focus school-wide on reading comprehension in all subjects and departments.

3. Seventh grade has maintained their scores over the past three years while eighth grade has shown a slight decline.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	541	541	498	535	533	0	535	532	0	98.9	98.5	0.0
Grade 8	548	538	528	540	528	0	540	528	0	98.5	98.1	0.0
All Grades	1089	1079	1026	1075	1061	0	1075	1060	0	98.7	98.3	0.0

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

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% 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	2556.	2564.		23.74	31.02		26.92	21.62		26.73	24.06		22.62	23.31	
Grade 8	2568.	2575.		22.78	26.70		21.48	23.30		27.41	24.24		28.33	25.76	
All Grades	N/A	N/A	N/A	23.26	28.87		24.19	22.45		27.07	24.15		25.49	24.53	

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.

Concepts & Procedures Applying mathematical concepts and procedures									
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	34.02	39.74		33.64	28.06		32.34	32.20	
Grade 8	30.98	32.64		37.29	37.76		31.73	29.60	
All Grades	32.50	36.20		35.47	32.89		32.03	30.91	

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 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	27.66	30.08		51.21	46.80		21.12	23.12	
Grade 8	24.63	28.79		49.63	42.61		25.74	28.60	
All Grades	26.14	29.43		50.42	44.72		23.44	25.85	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	25.05	29.89		56.26	54.51		18.69	15.60	
Grade 8	24.12	26.00		53.06	55.22		22.82	18.79	
All Grades	24.58	27.95		54.66	54.86		20.76	17.19	

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. Our goal is to increase the percentage of students "exceeding" "meeting" the standard by at least 5 points as measured by the CAASPP scores from Spring of 2019.

2. Our highest amount of students scoring "below" standard was in "applying mathematical concepts and procedures" providing evidence for a concerted effort in raising the amount of critical thinking and depth of knowledge needed for our students to show improvement in this area.

3. Both seventh graders and eighth graders are included in our goals to increase the overall achievement for all students.

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	1543.4	1550.0	1545.8	1536.2	1560.9	1549.1	1550.1	1538.6	1542.0	76	59	81
8	1557.9	1519.5	1567.1	1549.6	1507.2	1571.2	1565.5	1531.3	1562.6	86	41	98
All Grades										162	100	179

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	42.11	27.12	23.46	42.11	50.85	39.51	*	15.25	29.63	*	6.78	7.41	76	59	81
8	55.81	12.20	32.65	30.23	39.02	35.71	*	24.39	24.49	*	24.39	7.14	86	41	98
All Grades	49.38	21.00	28.49	35.80	46.00	37.43	8.02	19.00	26.82	6.79	14.00	7.26	162	100	179

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	60.53	57.63	32.10	27.63	28.81	45.68	*	6.78	16.05	*	6.78	6.17	76	59	81
8	67.44	21.95	42.86	27.91	39.02	35.71	*	17.07	14.29	*	21.95	7.14	86	41	98
All Grades	64.20	43.00	37.99	27.78	33.00	40.22	*	11.00	15.08	*	13.00	6.70	162	100	179

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	28.95	5.08	6.17	35.53	20.34	37.04	22.37	62.71	40.74	*	11.86	16.05	76	59	81
8	47.67	9.76	16.33	19.77	12.20	34.69	17.44	48.78	31.63	15.12	29.27	17.35	86	41	98
All Grades	38.89	7.00	11.73	27.16	17.00	35.75	19.75	57.00	35.75	14.20	19.00	16.76	162	100	179

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	42.11	15.25	13.58	48.68	66.10	67.90	*	18.64	18.52	76	59	81
8	39.53	7.32	19.39	54.65	65.85	72.45	*	26.83	8.16	86	41	98
All Grades	40.74	12.00	16.76	51.85	66.00	70.39	7.41	22.00	12.85	162	100	179

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	69.74	77.97	67.90	25.00	15.25	27.16	*	6.78	4.94	76	59	81
8	86.05	43.90	66.33	*	34.15	26.53	*	21.95	7.14	86	41	98
All Grades	78.40	64.00	67.04	17.90	23.00	26.82	*	13.00	6.15	162	100	179

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	26.32	5.08	12.35	35.53	45.76	46.91	38.16	49.15	40.74	76	59	81
8	41.86	7.32	29.59	20.93	39.02	34.69	37.21	53.66	35.71	86	41	98
All Grades	34.57	6.00	21.79	27.78	43.00	40.22	37.65	51.00	37.99	162	100	179

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	31.58	10.17	8.64	64.47	83.05	88.89	*	6.78	2.47	76	59	81
8	43.02	7.32	3.06	54.65	73.17	90.82	*	19.51	6.12	86	41	98
All Grades	37.65	9.00	5.59	59.26	79.00	89.94	*	12.00	4.47	162	100	179

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 majority of our students are scoring at level three and four performance level overall.

2. We have a greater number of students struggling with Reading in the beginning level of that domain.

3. The Speaking domain is the strongest with 67.04% of students well developed.

School and Student Performance Data
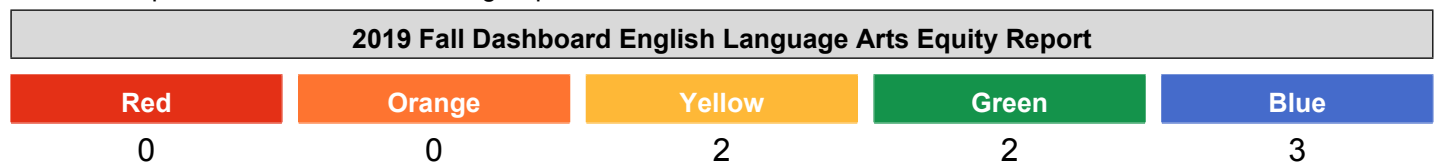
Student Population

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**
1027	**49.2**	**19.3**	**0.3**
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	198	19.3
Foster Youth	3	0.3
Homeless	101	9.8
Socioeconomically Disadvantaged	505	49.2
Students with Disabilities	148	14.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	0.7
American Indian or Alaska Native		
Asian	15	1.5
Filipino	18	1.8
Hispanic	658	64.1
Two or More Races	24	2.3
Native Hawaiian or Pacific Islander		
White	305	29.7

Conclusions based on this data:

1. Almost half of our student population is socioeconomically disadvantaged.

2. The largest ethnic group on our campus is Hispanic. The Hispanic student group makes up 64.1% of our total enrollment.

3. The number of students with disabilities and the number of English Learners are not significantly different.

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 Blue	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1. While we have Blue and Green color gauges overall, it is important and necessary to find the performance levels of all the subgroups in each category as areas of focus for next year.

2. We are preforming at our highest in English Language Arts.

School and Student Performance Data

Academic Performance
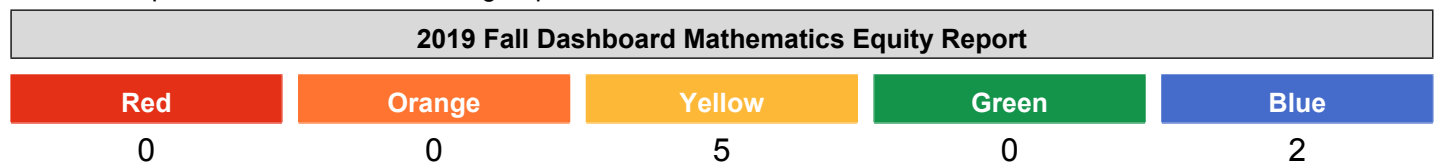## English Language Arts

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

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	2	3

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**
Blue	Yellow	No Performance Color
45 points above standard	14.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.8 points	Increased Significantly ++26.3 points	1
1048	333	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Green	Yellow
3.4 points below standard	5 points above standard	23.1 points below standard
Increased Significantly ++20.3 points	Increased Significantly ++24.1 points	Increased Significantly ++38.6 points
71	489	186

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
17.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	108.7 points above standard	80.9 points above standard
Declined Significantly -20 points	1	Maintained -2.2 points	Increased Significantly ++17.6 points
11		22	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Blue
20.4 points above standard	92.6 points above standard	0 Students	78.3 points above standard
Increased Significantly ++23.9 points	Increased Significantly ++22.6 points		Increased ++8 points
614	41		332

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**
83.4 points below standard	10.1 points above standard	71.8 points above standard
Increased ++4.6 points	Increased ++8.3 points	Increased ++9.6 points
89	244	632

Conclusions based on this data:

1. Students in our significant subgroups have maintained or increased performance showing a positive trend.

2. Our English Learners, African American and Hispanic students have the largest "gap" between their performance level and all others.

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	0	5	0	2

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**
Green	Yellow	No Performance Color
4.9 points below standard	71 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.5 points	Increased ++6.6 points	
		1
1042	332	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Yellow
65 points below standard	51.8 points below standard	80.9 points below standard
Increased ++7.4 points	Increased ++7.1 points	Increased Significantly ++18.8 points
71	488	182

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
75.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	91.4 points above standard	33 points above standard
Declined Significantly -85.1 points	1	Declined -12.6 points	Increased ++5 points
11		22	27

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Blue		Blue
35.9 points below standard	42.2 points above standard		39.4 points above standard
Increased ++12.8 points	Increased ++8.1 points		Increased ++8.3 points
610	41		330

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
138.3 points below standard	46.3 points below standard	26.4 points above standard
Declined Significantly -19.4 points	Declined -6.5 points	Increased ++6.7 points
89	243	627

Conclusions based on this data:

1. Our significant subgroups showed small improvements indicating areas of gradual improvement.

2. Two racial subgroups declined. All others increased.

3. English Learners, African Americans, and Hispanic students have the largest "gap" between their achievement scores and all others.

# 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
55.4 making progress towards English language proficiency
Number of EL Students: 92
Performance Level: High
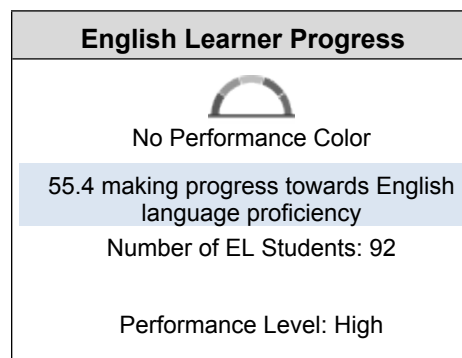
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
16.3	28.2	2.1	53.2

Conclusions based on this data:

1. 53 percent of EL students progressed at least one ELPI level.

2. We have a small number of students performing at Level 4.

School and Student Performance Data
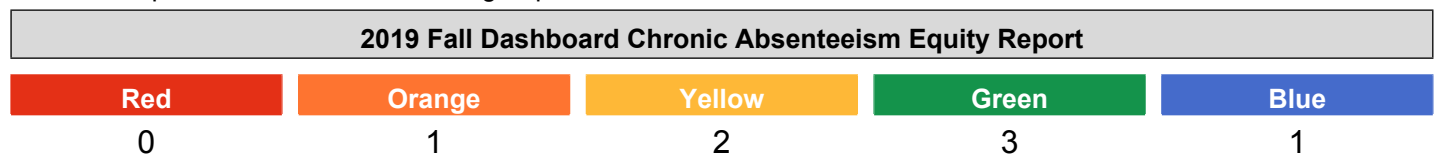
Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	3	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	Green	No Performance Color
4.2	4	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3	Declined -1.6	4
1108	177	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Green	Blue
6.1	4.7	3.6
Maintained -0.3	Declined -0.6	Declined Significantly -4.7
82	529	196

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
7.7	Less than 11 Students - Data Not Displayed for Privacy	0	0
Increased +7.7		Maintained 0	Maintained 0
13	1	22	27

Hispanic	Two or More Races	Pacific Islander	White
Green	Yellow	No Performance Color	Orange
3.2	4.4	Less than 11 Students - Data Not Displayed for Privacy	6.6
Declined -1.3	Increased +4.4		Increased +0.8
654	45	0	346

Conclusions based on this data:

1. Our number of chronically absent students declined for English Learners, Low Income, and Students with Disabilities.

2. Social Workers, Counselors and the Student Support Specialist will focus on improving attendance for all groups of students.

3. Chronic absenteeism increased in our White and Multi Race student groups.

School and Student Performance Data

Conditions & Climate
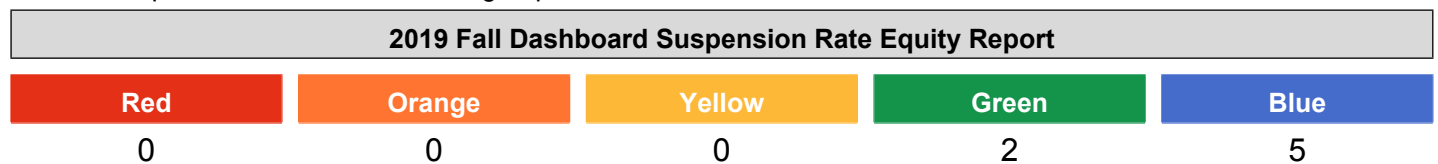## Suspension Rate

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
1.1	1.7	Less than 11 Students - Data Not 7
Declined -2.8	Declined Significantly -5	
1122	180	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Blue	Green
1.2	1.8	3.5
Declined -5.2	Declined Significantly -4.3	Declined Significantly -4.7
84	541	200

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data 1	0	0
Maintained 0		Maintained 0	Maintained 0
13		22	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue		Blue
1.7	0		0.3
Declined Significantly -3.8	Maintained 0		Declined -2.3
662	46		351
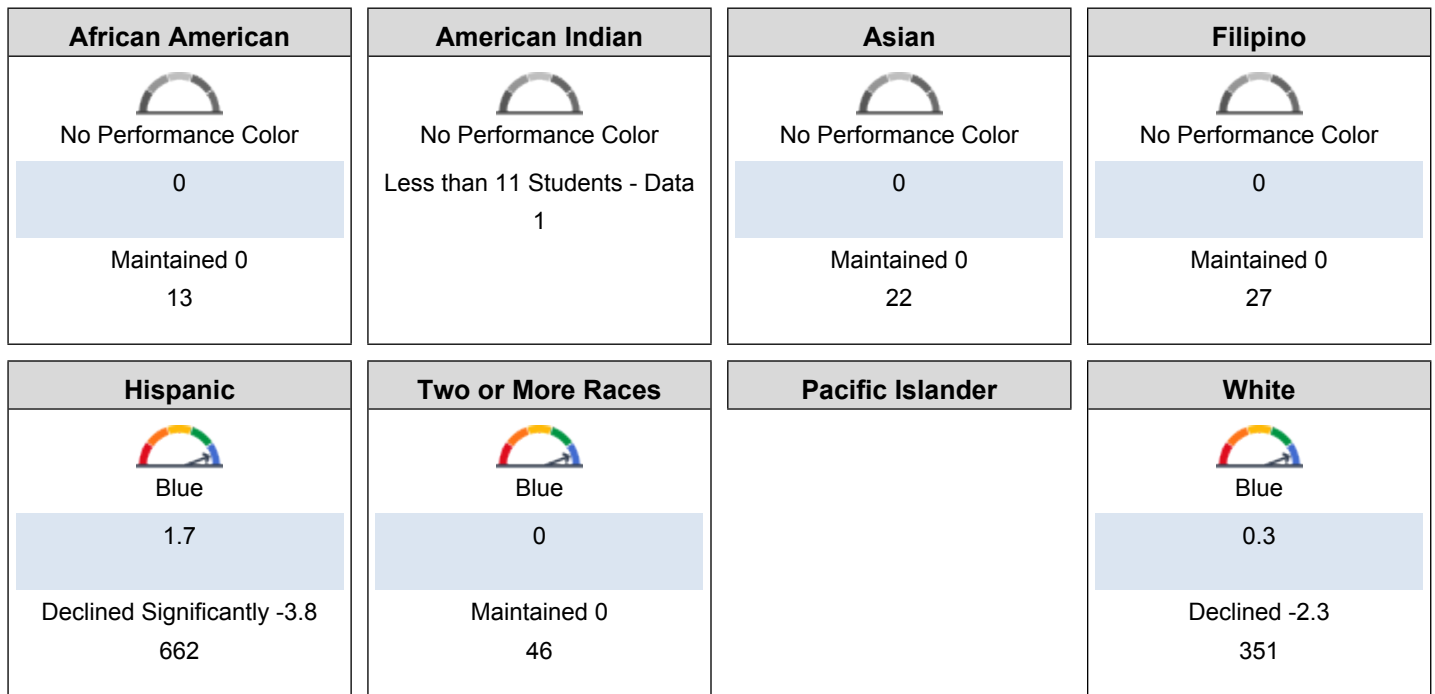
This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.9	1.1

Conclusions based on this data:

1. All groups showed a decline of suspension rates.

2. Students with Disabilities still had the greatest percentage of suspension, even though it declined significantly. We are working with the Special Ed Department at the District to continue to reduce the suspension rate for our students with disabilities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #2: Increase and improve student achievement by providing rigorous, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies, with additional targeted support for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.

Goal 1

Raise the achievement level of all three sub-groups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) in English Language Arts by an additional five points as measured by the CAASPP test. (This goal and the action steps that follow also support LCAP Goal 1 as it relates to ensuring all students have access to Common Core State Standards materials.)

Identified Need

To improve student achievement in English in all subgroups demonstrated by scores on the CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores in English	2019 CAASPP ELA scores: Overall = 45 points above standard	Increase Meet and Exceeded Standard by five points yearly
ELPAC Scores for Reading Program for EL students	Baseline from Reading Horizons Program: 2019 ELPAC scores = 7th Grade 37 students scored a 4 55 scored a 3 20 scored a 2 7 scored a 1 AVG = 3.03 8th grade 14 scored a 4 30 scored a 3 9 scored a 2 9 scored a 1 AVG = 2.79	Raise ELPAC Scores by at least one level
iReady Assessment Scores	Reading Baseline measure: Fall 2021-22 870 Students were assessed	Decrease the number of students below grade level by three to five percent

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	185 students (21%) were Mid or Above Grade Level 160 students (18%) were Early on Grade Level 167 students (19%) were One Grade Level Below 84 students (10%) were Two Grade Levels Below 274 students (31%) were Three Grade Levels Below	

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 will be served, but data will focus especially English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Strategy/Activity

1.1 - Provide after-school tutoring and small group assistance in reading, writing, study skills, organization, and understanding content material.

After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that most students in our categorical subgroups need additional assistance outside the regular 48-minute class period. Most of these students do not have access to private tutoring, or academic support in the home. Data shows significant improvement in students' grades and ELA achievement / progress with additional support of extra tutoring opportunities.

Research shows that because students come to school from a variety of different backgrounds, home life situations, and experiences, providing extra support for them academically before school and after school can be just as important as the academic education they receive during the school day. "Extended Learning Opportunities" help struggling students by getting them involved in programs that have a positive impact on their grades, academic achievement, and self-esteem. (See attached research article from the NEA Education Policy and Practice Department.)

Therefore, our staff and school site council members agree that student achievement will improve with the addition of after-school tutoring sessions while students are already on campus after the

regular school day. Parents are most supportive of their students using their time efficiently after school multiple days per week.

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

Description and Amount(s)	Source(s)
Description: Certificated - Salary (OBJ 1130) 160 hours @ $34/hour = $5,440 Amount: 5,440 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated benefits @ 22.33% (OBJ 3xxx) $5,440 x 22.33% = $1,215 Amount: 1,215 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits

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

Students in the after-school intervention activities will be served.

Strategy/Activity

1.2 - Provide snacks and drinks for students in extended day intervention hours

After completing our school-wide comprehensive needs assessment, evidence shows that all students learn best when their basic needs are met on a daily basis, including nutritious meals, mid-afternoon snacks, and proper hydration.

Most of our students in our significant subgroups come from families that qualify for free/reduced meals at school. However, those meals are designated for breakfast and lunchtimes only. Students who remain after school taking advantage of much-needed additional assistance, tutoring opportunities and participation in intramural programs do better with nutritional boosts in the afternoon hours as well.

Students from low-income families need support in providing healthy snacks and bottled water during after school intervention hours so that students can focus on learning and build their intellectual capacity. Brain-Based Learning research provides evidence that students need water bottles, the food at breaks, and a safe comfortable environment in order to meet their most basic level 1 physiological needs at school. (See attached article on Brain-Based Learning by Dr. Lori Desautels.)

In summation, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with nutritional support during any extended day hour activities.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Snacks and drinks for students in after school tutoring sessions (OBJ 4322) Amount: 1,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will be served, but data will focus especially English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Strategy/Activity

1.3 - Provide additional reading material for English classrooms and the Library

After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that most students in our categorical subgroups do not have access to additional reading material in the home. All students school-wide are required to read novels and/or non-fictional material of their choice everyday during DEAR-time (Drop Everything And Read.) Our classrooms and library need updated, contemporary, multi-cultural novels that address students' personal interests reflective of their cultural experience and background. Students will set personal reading goals each quarter based on their lexile levels and reading fluency. Students without novels or personal reading material in the home are further

behind more affluent families where reading for pleasure and for education is regularly modeled and supported.

Our staff has studied books and research by national reading experts like Kelly Gallagher, Penny Kittle, Donalyn Miller, and Pernille Ripp on how regular periods of personal reading everyday increases students abilities and achievement in English by providing them with a wide variety of hundreds of books titles in various genres from which to choose.

The "School Library Impact Research Study" shows that children of poverty perform poorly on reading tests because they have very little access to books at home and in their communities. Access to books at school not only fosters an early love of learning, and has a positive effect on reading achievement, but also appears to offset the impact of poverty. (See attached research summaries.)

Therefore, our staff and school site council members agree that student achievement will improve with the addition of a huge variety of books available in all English classrooms during the regular school day. Parents are supportive of students having books readily available at school all year long for students to choose and borrow, in order to develop a love for reading, and increased comprehension levels through regular daily reading time. There is currently no district funding for updating the student choice novels in our school libraries.

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.

Description and Amount(s)	Source(s)
Description: Purchase additional contemporary, high-interest choice reading material for students of all ability levels (OBJ 4210) Amount: 11,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

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

All students will be served, but data will focus especially English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Strategy/Activity

1.4 - Obtain and implement site licenses for various reading and writing programs for all students, especially our English Learners, to develop and apply reading skills and concepts

After reviewing the school-wide quarterly grades, CAASPP scores in English, Dashboard progress

indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, the data obtained supported the need for high-quality online education programs. Such programs include, but are not limited to, Accelerated Reader, Quill, and IXL. These programs evaluate and analyze the students' quarterly reading and writing progress to ensure that they are working toward meeting their academic goals. Students receive instant feedback and in turn receive personalized learning plans based on their performance. It also enables teachers to lead whole-class and small group writing instruction needed to create a culture of reading through choice. Teachers can motivate, monitor and manage students' independent reading practice.

Research shows that because students come to school from a variety of different backgrounds, home life situations, and experiences, providing extra support for them academically before school and after school can be just as important as the academic education they receive during the school day. "Extended Learning Opportunities" help struggling students by getting them involved in programs that have a positive impact on their grades, academic achievement, and self-esteem. (See attached research article from the NEA Education Policy and Practice Department.)

Data obtained from the Journal of Education and Practice (https://files.eric.ed.gov/fulltext/EJ1082408.pdf) confirms that e-learning has a statistically significant moderate positive effect on students' academic achievement. From a practical perspective, the significance of Information and Communication Technology (ICT) in enhancing use of e-learning remains an important factor in the field of higher education teaching and learning as it fosters and improves learning. Additionally, e-learning can therefore enable students to demonstrate their capabilities and skills much faster as a result of availability and application of alternative methods of learning. As ICT integrates content and information literacy often in textual and visual forms, it further enhances significant learning and academic achievement. Therefore, higher educational institutions should realize the importance of using e-learning in teaching and learning processes.

Parents and staff are supportive of providing students with a easy and accessible reading programs which provide immediate feedback regarding the student's reading, writing and comprehension levels. Special attention will be given to Students with Disabilities, English Learners and low income students to determine growth in reading levels.

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.

Description and Amount(s)	Source(s)
Description: Site Licenses (OBJ 5840) Academic Reading Programs such as, but not limited to: Scholastic, Accelerated Reader, Quill, e-books, SCOPE Amount: 10,000	Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

Available Balance:	

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served. Data will focus especially on English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Strategy/Activity

1.5 - Supplemental Educational Supplies and Student Materials

After conducting our school-wide comprehensive needs assessment and reflection from teachers about students' abilities it was determined that students need engaging curriculum that addresses all learning modalities - including visual, auditory and kinesthetic. Research has historically indicated strong correlations between student engagement (typically defined as attention to the area of focus, active participation in learning, and time on task) and student achievement. These correlations remain strong for all levels of instruction, across all subject areas, and for varying instructional activities.

According to the Hanover Research company, (see attachments) in their "Best Practices for Improving Attendance in Secondary Schools" report, one of the factors in motivating students to attend and do well in schools is providing engaging and meaningful instruction with feedback from teachers that fosters a sense of competence and helps students make progress.

Teachers can transform classroom teaching and learning by making pedagogy more socially and culturally responsive, more relevant to students' lives and create collaborative learning.

Therefore, our staff, parents and students agree that student achievement will improve with the ability to provide students with school supplies, materials, and/or supplemental curriculum necessary in all classrooms and after-school remedial instruction. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.

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

Description and Amount(s)	Source(s)
Description: Supplemental Student Supplies (OBJ 4310) Amount: 3,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description: Amount: Available Balance:	
Description: Amount: Available Balance:	

Strategy/Activity 7

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.

Description:	

Amount:

Available Balance:

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

1.6 - Add additional hours to Bilingual Instructional Assistants' regular workday to support English Learners based on need.

This goal aligns with the District 2019-20 Title III Plan, Implement Effective Programs and Activities Goal # 7. Many of our BIA schedules are only 5-hours in duration by contract. However, students are in school for 6 hours per day. Our newcomers and beginning level EL students need direct bilingual language support for this additional hour each day.

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

Description and Amount(s)	Source(s)
Description: Additional 1 hr/day for Classified staff (OBJ 2130) 4 BIA's @ Approx. $500/month X 10 months Amount: 5,000.00 Available Balance: 5,000.00	Federal Title III, District Funds 2000-2999: Classified Personnel Salaries
Description: Classified benefits @ 31.13% (OBJ 3XX2) Amount: 1,558.00 Available Balance:	Federal Title III, District Funds 3000-3999: Employee Benefits

1,558.00

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Newcomers

Strategy/Activity

1.7 - Supplemental materials and supplies for EL students use in the classroom to assist in the academic experience and enhance the development of English language skills for overall academic improvement

The use of supplemental supplies will benefit our EL students in their development of and engagement with the English language. Specifically, the use of noise-canceling headsets increases the concentration of students when engaged in independent work on the computer, our EL students will obtain more listening and speaking practice blocking out the surrounding sounds that would otherwise be distracting. (https://www.edweek.org/dd/articles/2010/01/08/02languagelabs.h03.html)

This aligns with the districts 2020-21 Title III plan, Implement Effective Programs and Activities, Activity 9: Provide school site ELD programs supplemental funds for program support, monitoring tools, supplemental classroom materials, student bus passes, mentoring, and/or field trips to support EL students' needs, enhance English proficiency, increase motivation, and provide real-world experiences for EL students.

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

Description and Amount(s)	Source(s)
Description: Cyber Acoustics USB Stereo Headset with Headphones and Noise Cancelling Microphone for PCs and Other USB Devices in the Classroom. (OBJ 4310). Qty 100 X $16 each = $1,600.00 Amount: 1,600.00 Available Balance: 1,600.00	Federal Title III, District Funds 4000-4999: Books And Supplies

Strategy/Activity 10
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.

Description and 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 activities in Goal 1 were implemented with effectiveness. The purchase of additional texts for the library and Scholastic Reading, provided our students with more relevant and up to date materials essential to improving student literacy. We also implemented the Accelerated Reader program and Quill.

Our goal is to implement the strategies stated in the 2022-23 SPSA with a specific growth target.

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

The funds assigned to the Reading Horizons Elevate license were reallocated to Goal 5.3. We will no longer be renewing the license for Reading Horizons.

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.

We will no longer include Reading Horizons in our SPSA. The district adopted a new program for the implementation of assessments in Reading.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #2: Increase and improve student achievement by providing rigorous, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies, with additional targeted support for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.

Goal 2

Raise the achievement level of students in significant subgroups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) in Math by an additional five points as measured by the CAASPP test, as well as the overall school scores bringing our scores closer to the district average. (This goal and the action steps that follow also support LCAP Goal 1 as it relates to ensuring all students have access to Common Core State Standards materials.)

Identified Need

The identified need is to improve student achievement in Math in all subgroups demonstrated by scores on the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores in Math	2019 CAASPP Math scores: 4.9 points below standard	Increase by five points in "meets and exceeds"
iReady Assessment Scores	Math Baseline measure: Fall 2021-22 805 Students were assessed • 91 students (11%) were Mid or Above Grade Level • 147 students (18%) were Early on Grade Level • 294 students (37%) were One Grade Level Below • 106 students (13%) were Two Grade Levels Below • 167 students (21%) were Three Grade Levels Below	Decrease the number of students below grade level by three to five percent

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 will be served. Data will focus especially on English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Strategy/Activity

2.1 - Provide after school tutoring and assistance in math, study skills, organization, and understanding content material

After reviewing school-wide quarterly grades, CAASPP scores in math, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in mathematics skills and abilities, evidence shows that most students in our categorical subgroups need additional assistance outside the regular class period. Most of these students do not have access to private tutoring, or academic support in the home. Data shows significant improvement in students' grades and math achievement / progress with additional support of extra tutoring opportunities.

Research shows that because students come to school from a variety of different backgrounds, home life situations, and experiences, providing extra support for them academically before school and after school can be just as important as the academic education they receive during the school day. "Extended Learning Opportunities" help struggling students by getting them involved in programs that have a positive impact on their grades, academic achievement, and self-esteem. (See attached research article from the NEA Education Policy and Practice Department.)

Therefore, our staff and school site council members agree that student achievement will improve with the addition of after-school tutoring sessions while students are already on campus after the regular school day. Parents are most supportive of their students using their time efficiently after school multiple days per week.

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

Description and Amount(s)	Source(s)
Description: Certificated Salary (OBJ 1130) 160 hour x $34/hour = $5,440 Amount: 5,440 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated Benefits (OBJ 3xx1) $5,440 x 22.33% = $1,215	Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits

Amount:
1,215

Available Balance:

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

Students in the after-school intervention activities will be served.

Strategy/Activity

2.2 - Provide snacks and drinks for students in extended day intervention hours

After completing our school-wide comprehensive needs assessment, evidence shows that all students learn best when their basic needs are met on a daily basis, including nutritious meals, mid-afternoon snacks, and proper hydration.

Most of our students in our significant subgroups come from families that qualify for free/reduced meals at school. However, those meals are designated for breakfast and lunchtimes only. Students who remain after school taking advantage of much-needed additional assistance, tutoring opportunities and participation in intramural programs do better with nutritional boosts in the afternoon hours as well.

Students from low-income families need support in providing healthy snacks and bottled water during after school intervention hours so that students can focus on learning and build their intellectual capacity. Brain-Based Learning research provides evidence that students need water bottles, the food at breaks, and a safe comfortable environment in order to meet their most basic level 1 physiological needs at school. (See attached article on Brain-Based Learning by Dr. Lori Desautels.)

In summation, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with nutritional support during any extended day hour activities.

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

Description and Amount(s)	Source(s)
Description: Light snacks and drinks for students in after school math tutoring sessions (OBJ 4322)	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

Amount:
1,000

Available Balance:

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

2.3- Use technology to provide hands-on, visual, engaging lessons

After conducting our school-wide comprehensive needs assessment, and reviewing data from CAASPP scores in math, Dashboard progress indicators, and direct reflection from teachers about students' abilities, evidence shows that students need engaging curriculum that addresses all learning modalities - including regular visual & auditory examples, modeling, demonstrating, and engaging interesting lessons & activities.

National studies in education (see attached research by Stanford University) find that technology in education, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill"), and the right blend of teachers and technology.

There are significant disparities in access to technology between affluent and low-income schools where students tend to be immersed in more interactive environments. When curriculum is presented in rich, engaging, stimulating ways, rather than traditional lecture from a textbook and rote drill of routine skills, student understanding and achievement increases. Parent and student surveys in our school support such findings indicating a need for students to have the greatest amount of access to technology in every classroom at school during the regular school day where the most amount of learning occurs.

Our stakeholders all agree that all classrooms, teachers, and students deserve the ability to use current technology on a daily basis that further support various learning modalities.

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.

Description and Amount(s)	Source(s)
Description: Technology for math classes (OBJ 4310/4420) Amount:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

4,000 Available Balance:	
Description: Site licenses for math programs and subscription to online resources (OBJ 5840) Amount: 1,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

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

All students will be served but especially English Learners, SED students, and students with disabilities.

Strategy/Activity

2.4 - Additional Educational Supplies and Intervention Materials for Math

After completing our school-wide comprehensive needs assessment, and reviewing CAASPP scores in math, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in mathematics skills and abilities, evidence shows that our students in low-income families do not possess many of the basic school supplies students need on a daily basis. Most of our students in our significant subgroups do not have outside access to rich learning environments or supplemental academic support in the home. Students in low-income families need support in providing notebooks, paper, pens, pencils, hands-on manipulatives, and additional supplies depending on the intervention curriculum and creative lessons meant to engage students in their own learning and academic progress.

Students need basic school supplies in order to achieve academically. The ability to support our most at-risk students also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities. (See attached research articles on School Connectedness and Best Practices for Improving Attendance in Secondary Schools.)

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with any school supplies, materials, and/or supplemental curriculum necessary in all classrooms and after-school remedial instruction. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Supplemental student supplies (OBJ 4310/4xxx) Amount: 4,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

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 strategies in Goal 2 were implemented with effectiveness. The purchases of additional educational supplies and intervention materials helped teachers create a more engaging learning environment which promoted student engagement and collaboration.

Our goal is to continue to implement the strategies stated in the 2022-23 SPSA with a specific growth target.

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

There were no major differences between the intended implementation and/or the budgeted expenditure to implement the strategies.

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.

No changes will be made to this goal. The same actions and services will be provided again next year to support this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #3: Increase the number of students prepared for college and career through a rigorous broad course of study that includes college classes, career pathways, and CTE courses.

Goal 3

Increase A/B/C course pass rate in Science, Social Studies, and Electives as measured through quarterly grade reports.

Identified Need

Increase the A/B/C Rate as measured through quarterly grade reports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students with A/B/C grades on their quarterly reports.	Increases have been made but they are small throughout the quarters this year.	Consistent increase in the number of A/B/Cs as measured in Quarterly Grade Reports.

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

3.1 - Take students on field trips to local colleges, universities or curriculum aligned field trips that help support the students' academic achievement through immersive experiences.

After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success.

These students also lack rich, rewarding life experiences to help them discover and set goals & plans for their education, college and/or career paths. Many students often lack older role models to emulate a course for long-term educational and career success. Many also come from families that are not college-minded, and often have parents whose education level does not go much beyond some experience in high school.

Results of research studies from the University of Arkansas Department of Education shows that taking students on school field trips increases students' critical thinking skills and retain more

factual information from what they experience and see in person. (See attached research articles.) The AVID Program nationwide also provides data to support the impact that visiting college campuses can have on giving students first-hand experience with post-secondary opportunities, goal-setting, and college & career planning.

National experts in education (such as Johana Hayes, Nadia Lopez, Janet Eyler, and Dwight Giles, Jr.) promote the value of real world experiences and service learning, pointing to experiential learning as one of the most valuable ways for students to push past their personal fears, limitations, and inhibitions, and accomplish immeasurable, great things in all areas of life. Students need to see how big the world is outside their own neighborhood and community. Many of our students never venture further than the surrounding streets between home and school.

Field trips connect what students are learning in the classroom with real life, making learning come alive. Because of this, our staff, parents, and school site council agree that all students deserve the opportunity to visit local colleges and universities and gain a first-hand look at the opportunities available to them.

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.

Description and Amount(s)	Source(s)
Description: Substitute Teachers for Field Trips (OBJ 1160) 16 x $250/day = $4000 Amount: 4,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Buses for transportation to and from field trips (OBJ 5710) Amount: 16,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs
Description: Certificated benefits (Obj 3XX1) $4000 x 22.33% = $893.20	Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits

Amount: 894 Available Balance:	

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

3.2 - IXL supplemental online program for Social Studies and Science

After reviewing school-wide quarterly grades, CAASPP scores, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels and abilities, evidence shows that most students in our categorical subgroups need additional assistance outside the regular class period. Most of these students do not have access to private tutoring, or academic support in the home. Data shows significant improvement in students' grades and achievement / progress reports with additional support and extra tutoring opportunities. (See attached research on Extended Learning Opportunities.)

The IXL software program is fully aligned to the California Common Core Content Standards, providing comprehensive coverage of concepts and applications, regular skill practice, and diagnostic questions updating student profiles as they improve. It provides unlimited practice questions specifically tailored to each required standard.

Teachers will track student progress allow them to quickly evaluate student aptitude and identify areas of struggle. IXL helps students learn more efficiently through the continuous gathering of progress about students' knowledge in order to recommend the skills that will continue to challenge them their current achievement level and individualized action plan.

IXL has a full program of 289 seventh-grade skills, and 317 eighth-grade skills tailored to meet the instructional needs of all students.

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the addition of instructional assistance using the IXL program will be beneficial to student achievement.

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.

Description and Amount(s)	Source(s)
Description: Subscription (OBJ 5840)	Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

Amount: 12,000 Available Balance:	
Description: Amount: Available Balance:	

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

3.3 - Supplemental Educational Supplies and Student Materials

After completing our school-wide comprehensive needs assessment, and reviewing CAASPP scores, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, we recognize that many of our students in our significant subgroups do not have outside access to rich learning environments or supplemental academic support in the home. Students in low-income families need support in providing backpacks, notebooks, paper, writing supplies, hands-on manipulatives, and additional supplies depending on the intervention curriculum and creative lessons meant to engage students in their own learning and academic progress.

Students need basic school supplies in order to achieve academically. The ability to support our most at-risk students also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities. (See attached research articles on School Connectedness and Best Practices for Improving Attendance in Secondary Schools.)

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with any school supplies, materials, and/or supplemental curriculum necessary in all classrooms and/or after-school remedial instruction. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Supplemental student supplies (OBJ 4310) Amount: 1,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Amount: Available Balance:	
Description: Amount: Available Balance:	

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

3.4 - Purchase supplemental supplies for Science Classes to aid in the implementation of NGSS Literacy

After conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with NGSS school supplies, materials, and/or supplemental curriculum necessary in all classrooms and after-school remedial instruction. Parents agree that all students deserve access to high quality

educational materials and engaging curriculum.

In studies of underrepresented and underserved populations, inquiry-oriented strategies enhanced scientific ways of thinking, talking, and writing for language learners and helped them to acquire English and reasoning skills (Rosebery et al., 1992). Research by Delpit (1995) suggests the importance of students receiving explicit instruction in the skills they need to engage in science inquiry and learn from inquiry experiences. Other research by Rosebery et al. (1992) indicates that students learning English can successfully engage in science inquiry and learn science concepts as well as the language in culture of science. In their research on students with learning disabilities, Scruggs et al. (1993) found significantly higher learning with an inquiry-oriented approach. Studies continue in other countries as well. A study in university-level biochemistry in Turkey (Basaga et al., 1994) found higher achievement for students using an inquiry-oriented approach than those in a traditional approach. Another university-level study in Ireland (Heywood and Heywood, 1992) found similar results on pupil tests for students in discovery and expository approaches, but greater student motivation with discovery approaches.
https://sites.google.com/site/elps710/readings---curriculum/inquiry-and-the-national-science-education-standards-a-guide-for-teaching-and-learning

Students need basic school supplies in order to achieve academically. The District will no longer be providing supplies for the NGSS classes. The ability to support our most at-risk students in science literacy also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities. (See attached research article on NGSS Research.)

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.

Description and Amount(s)	Source(s)
Description: Supplemental Student Supplies- Science Classes (OBJ 4xxx) Amount: 3,500 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Online Resources & Subscriptions - Science (OBJ 5840) Amount: 500	Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

Available Balance:	

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

3.5 - Additional Educational Materials and Supplies for Elective programs

After conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with the necessary school supplies, materials, and/or supplemental curriculum necessary in all elective classrooms and after-school remedial instruction. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.

According to edweek.org, "Preparing for college takes hard work and dedication. Electives provide your child a chance to show flair and develop interests and abilities. The school's guidance counselor can help your child prepare for college by mapping out a challenging core curriculum and an enriching selection of electives. In addition to empowering practical skills, electives can help students find hidden talents or passions. In fact, several studies show that students are more likely to get a degree or major in a course they took as an elective. Electives offer options that allow individuals to seek out interests. Being able to choose a class is huge, and this tends to keep kids motivated to learn".

While electives often provide students with new opportunities and fulfilling educational experience, studies are also revealing that electives actually promote better thinking and learning. For example, in considering electives, "more and more business leaders are realizing that electives help to prepare young people for the workplace, acknowledging that electives develops collaborative skills, technological competencies, flexible thinking, and an appreciation for diversity," according to Bernard Cesarone. Studies show that the study and practice of elective programs allow students to foster better critical thinking skills, while building values that connect to fellow colleagues and peers, leading to a better-rounded employee or student.

Students need basic school supplies in order to achieve academically. The ability to support our most at-risk students in the elective programs also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities.

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.

Description and Amount(s)	Source(s)
Description:	Federal 2022-23 Title I, Part A - Allocation

Supplemental materials for socio-economically disadvantaged students (OBJ 4310) Amount: 5,000 Available Balance:	4000-4999: Books And Supplies

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

All Students

Strategy/Activity

3.6 - Supplemental Supplies for Social Studies Classes

Students need basic school supplies in order to achieve academically. The District is only supplying a limited amount of supplies to aid in the implementation of the new Social Studies curriculum. The ability to support our most at-risk students in World and US History also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities.

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the ability to provide students with additional school supplies, materials, and/or supplemental curriculum necessary in all classrooms and after-school remedial instruction. Parents agree that all students deserve access to high quality educational materials and engaging curriculum.

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

Description and Amount(s)	Source(s)
Description: Supplemental Social Studies supplies above and beyond minimal supplies needed as described above (OBJ 4310) Amount: 3,500 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 7

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.

Description:

Amount:

Available Balance:

Strategy/Activity 8

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

English Learners

Strategy/Activity

3.7 Field trip for English Learner students to the Jet Propulsion Laboratories or other similar academic sites to support large curriculum units with real world activities.

Aligns with Title III Plan - Provide school site ELD programs supplemental funds for program support, monitoring tools, supplemental classroom materials, student bus passes, mentoring, and/or field trips to support EL students' needs, enhance English proficiency, increase motivation, and provide real-world experiences for EL students.

After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of English learners who are also from low-income families, or homeless living in double occupancy situations with many inherent barriers to educational success. These students are historically underrepresented in the fields of science represented by what they would see on this type of trip. Field trips connect what students are learning in class with real life. They make learning come alive for students.

These students also lack rich, rewarding life experiences to help them discover and set goals & plans for their education, college and/or career paths. Many students often lack older role models to emulate a course for long-term educational and career success. Many also come from families that are not college-minded and often have parents whose education level does not go much beyond some experience in high school.

Results of research studies from the University of Arkansas Department of Education shows that taking students on school field trips increases students' critical thinking skills and retain more factual information from what they experience and see in person. (See attached research articles.)

National experts in education promote the value of real-world experiences, pointing to experiential learning as one of the most valuable ways for students to develop a greater understanding of the career opportunities available to them. Students need to see how big the world is outside their own neighborhood and community and gain hands-on experiences with engineering and science in motion. Many of our students never venture further than the surrounding streets between home and school.

Because of this, our staff, parents, and school site council agree that all students deserve the opportunity to visit real-world educational locations to gain experiences often reserved for more affluent families who travel more and naturally support their children's education outside the regular school day through trips, tours, and other community events.

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.

Description and Amount(s)	Source(s)
Description: Transportation to Science Field Trip sites (OBJ 5710) Amount: 1,000 Available Balance:	Federal Title III, District Funds 5700-5799: Transfers Of Direct Costs
Description: Substitute Teachers for Field Trip (OBJ 1160) 2 x $250/day = $500 Amount: 500 Available Balance:	Federal Title III, District Funds 1000-1999: Certificated Personnel Salaries
Description: Certificated benefits (Obj 3XX1) $500 x 22.33% = $110 Amount:	Federal Title III, District Funds 3000-3999: Employee Benefits

110 Available Balance:	
Description: Student lunches for field trip (OBJ 4310) Amount: 500 Available Balance:	Federal Title III, District Funds 4000-4999: Books And Supplies

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.

Most of the strategies in Goal 3 were implemented effectively. We supplied our science classes with the necessary supplemental supplies and student materials needed to promote a hands on and engaging learning experience.

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

The strategies that were affected by the Covid-19 closures and restrictions were Strategies 3.1 and 3.2, 7th and 8th grade field trips. As restrictions lessen, we look forward to implementing all strategies as outlined in this goal to their full capacity.

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.

A change that will be made to this goal in 22/23 will be to include the IXL program. The IXL program was part of Goal 5.2 encompassing all subjects. However, we would like to purchase it specifically for Social Studies and Science.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #4: Cultivate a safe and positive school culture that supports all students' personal and academic growth, and encourages parent and family engagement.

Goal 4

Increase the development of positive school culture by increasing the number of students and parents participating in activities and schoolwide events.

Identified Need

Increase student and parent participation in all areas of school culture as noted by a percent increase in participation and positive responses to parent and student surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from PPO (Placerita Parent Organization) meetings Views from YouTube Data metrics from the Parent Newsletter app	Participation is good but can be better. We have regularly had between 40-50% participation rate in viewing parent information videos and the weekly newsletter.	Our goal is a 10% increase in participation and viewing productions as well as newsletters. Both have measurable metrics from the applications that monitor their usage.

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

4.1 - Continue development of the Intramural program for increased student participation and positive engagement in co-curricular activities and programs at school

After conducting our school-wide comprehensive needs assessment, evidence indicates a lack of athletic opportunities for students to be involved in at the Junior High level. All our comprehensive high schools have highly competitive sports programs, but the junior highs do not.

National research indicates that the more involved students are in co-curricular and extra-curricular programs, the more successful they are academically. Much of the research points to a higher motivation factor, positive adult role models, and the need to succeed academically in order to be eligible to participate.

Increased participation in Intramural Programs also contributes to active healthy lifestyles, creating a sense of belonging to the school environment, and connection with teachers and peers outside the classroom. (See attached research articles on Action for Healthy Kids and Components of a Comprehensive School Physical Activity Program.)

Many of our students come from low-income families without the ability to enroll in community sports programs. These students often have no additional opportunities to develop athletic abilities outside the regular physical education class period. Our grass fields and basketball courts are full of students wanting to play basketball and football on their own time before school, at brunch, lunch, and after school - without an organized sports program to guide them.

Therefore, all our stakeholders agree that by creating an Intramural program to be held after school, students will develop better relationships with inspirational teachers, more positive peer connections, and a direction for future athletic interest for high school, college, and personal lifelong fitness.

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.

Description and Amount(s)	Source(s)
Description: Certificated Salary (OBJ 1130) 160 hours x $34 per hour = $5,440 Amount: 5,440 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated Benefits (OBJ 3xx1) $5,440 x 22.33% = $1,215 Amount: 1,215 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits

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

All students and parents

Strategy/Activity

4.2 - Supplemental materials and supplies for the Kid Flix video production program and / or Robotics program

After reviewing the comprehensive needs survey with input from parents, teachers and students, evidence shows that our students need more direct access to technology and digital tools during the school day in order to develop technological skills needed for success in academics, college, and careers.

Increasing and improving the technology for our Kid Flix video production program will increase students' interaction with the Placerita Community and the World. The students involved are responsible for keeping parents and students informed about all things related to our school, and set the tone for a positive school culture.

The club has received awards locally and nationally over the 25 years that it has been in existence. Throughout all these years, the students have been working on donated cameras and old equipment. There is a great need for additional equipment to increase the ability to provide services to our families. The combination of daily Miner Morning TV, monthly TV specials, and a student-run podcast is the primary method of critical communication with students and parents.

Additional updated equipment will allow students to expand their outreach to Spanish speaking families by creating a weekly newscast entirely in Spanish. Therefore, all stakeholders agree that there is a need to update the outdated equipment in order to improve and increase our services and outreach to the community.

Additionally, the survey revealed a need to update our robotics program. A study at Stanford University conducted by Professor Darling-Hammond found that as school districts around the country consider investments in technology in an effort to improve student outcomes, a new report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) finds that technology - when implemented properly - can produce significant gains in student achievement and boost engagement, particularly among students most at risk. The study identifies three important components to successfully using technology with at-risk students: interactive learning, use of technology to explore and create rather than to "drill and kill," and the right blend of teachers and technology.

Applications of technology in low-income schools typically involves a "drill and kill" approach in which computers take over for teachers and students are presented with information they are expected to memorize and are then tested on with multiple-choice questions. In more affluent schools, however, students tend to be immersed in more interactive environments in which material is customized based on students' learning needs and teachers supplement instruction with technology to explain concepts, coordinate student discussion, and stimulate high-level thinking.

"When given access to appropriate technology used in thoughtful ways, all students-regardless of their respective backgrounds-can make substantial gains in learning and technological readiness," said Darling-Hammond, the faculty director of SCOPE. "Unfortunately, applications of technology in schools serving the most disadvantaged students are frequently compromised by the same disparities in dollars, teachers, and instructional services that typically plague these schools. These disparities are compounded by the lack of access to technology in these students' homes."

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.

Description and Amount(s)	Source(s)
Description: Online Subscriptions (OBJ 5840) Amount: 1,000 Available Balance:	Federal 2022-23 Title I - Parent Engagement 5000-5999: Services And Other Operating Expenditures
Description: Materials and supplies (OBJ 4310) Amount: 2,000 Available Balance:	Federal 2022-23 Title I - Parent Engagement 4000-4999: Books And Supplies
Description: Student Equipment (OBJ 4xxx) Amount: 2,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 3

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

All students and parents

Strategy/Activity

4.3 - Parent Information events

Provide parent information events with guest speakers on pertinent topics such as ways to improve parent / student relationships, how to support students at home both personally and academically, how to point students towards college & careers, and how to help students form both short-term and long-term goals with attainable steps to achieve them.

After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success.

Parents of these students often lack experience themselves in how to help their students discover and set goals & plans for their education, college and/or career paths. Many parents come from families that are not college-minded, and often have limited education themselves beyond high school. Books and other literature will be provided to support the same goals that the speakers will be providing information on.

Research done by the Hanover Research Company shows that family involvement is a critical piece to improving student attendance, intervention efforts, and overall academic success. (See research attached in "Best Practices for Improving Attendance in Secondary Schools" and "Increasing School Attendance for K-8 Students".)

Because of this, our staff, parents, and school site council agree that many families need guidance in developing relationships with school counselors, teachers, and administrators, in order to learn how to provide personal and academic support for their students at home, and how to help them set short and long term goals for success.

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.

Description and Amount(s)	Source(s)
Description: Guest speakers professional fees (OBJ 5810) Amount: 2,000 Available Balance:	Federal 2022-23 Title I - Parent Engagement 5000-5999: Services And Other Operating Expenditures
Description: Food and Beverages for Parent events (OBJ 4322) Amount: 300 Available Balance:	Federal 2022-23 Title I - Parent Engagement 4000-4999: Books And Supplies
Description: Supplies and Materials for Parent events (4310) Amount:	Federal 2022-23 Title I - Parent Engagement 4000-4999: Books And Supplies

200	
Available Balance:	

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

4.4 - Supply the Parent Resource Center with necessary materials, resources, equipment and staff essential to meet the basic needs of our low-income students and their families.

A Parent Resource Center on campus serves as a place to provide families with access to computers, workshops, presentations, and resources to support their child's education. After conducting our school-wide comprehensive needs assessment, evidence revealed that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success.

These families often lack access to technology in their homes, especially computers, printers, and access to the Internet. Therefore, parents also lack the ability and knowledge of how to support their students academically without the necessary resources and prior educational experiences themselves.

Research (see the attached articles from the "Educational Leadership" publication regarding the Arizona At-Risk Pilot Project) shows that parent involvement indicates a true need for schools to meet parents where they are at. If they have no access to technology, we should provide it. If they have no understanding how to access our grading system, we should teach them. If they have no outside counseling support, we should provide a safe, comfortable place for them to receive services.

Because of this, our staff, parents, and school site council agree that many families need guidance in learning how to use computers, and how to support their children through the monitoring of grades and attendance through the "Infinite Campus" program. Counselors, administrators, and other parents will be able to use the Parent Resource Center to assist and guide families in developing these skills. Through cooperation with our school Social Worker and the Director of Student Services, the Parent Resource Center will be an outreach for Wellness to our parents and students throughout the year.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Certificated Salary (OBJ 1930)	Federal 2022-23 Title I - Parent Engagement 1000-1999: Certificated Personnel Salaries

40 hours x $34 per hour = $1,360 Amount: 1,360 Available Balance:	
Description: Certificated Benefits (OBJ 3xx1) $1,360 x 22.33% = $305 Amount: 305 Available Balance:	Federal 2022-23 Title I - Parent Engagement 3000-3999: Employee Benefits
Description: Classified Salary (OBJ 2930) 40 hours x $19.42 per hour = $780 Amount: 780 Available Balance:	Federal 2022-23 Title I - Parent Engagement 2000-2999: Classified Personnel Salaries
Description: Classified benefits (OBJ 3xxx) $780 x 34.52% = $270 Amount: 270 Available Balance:	Federal 2022-23 Title I - Parent Engagement 3000-3999: Employee Benefits

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and parents

Strategy/Activity

4.5 - Talking Points site license for Parent Communication

After reviewing school-wide quarterly grades, CAASPP scores, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels, evidence shows that most students in our categorical subgroups need additional assistance with parent communication.

TalkingPoints is a non-profit organization solely focused on family engagement for underserved and multilingual families. One of the barriers to parents communication is limitations set up by a language barrier. Using TalkingPoints, Teachers will be able to communicate directly with parents in their own language with auto translation in over 40 different languages.

Therefore, after conducting our school-wide comprehensive needs assessment, our staff and school site council members agree that student achievement will improve with the addition of a regular parent communication tool that parents feel comfortable using for regular communication.

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.

Description and Amount(s)	Source(s)
Description: Talking Points - Site License (OBJ 5840) Amount: 6,500 Available Balance:	Federal 2022-23 Title I - Parent Engagement 5000-5999: Services And Other Operating Expenditures

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

All Students

Strategy/Activity

4.6   Provide staff training opportunities to "Capturing Kids' Hearts" to teach leadership, build positive relationships between staff members, from staff to students, and among students themselves, and create self-managing classrooms affecting school-wide culture and improved student achievement.

After reviewing school-wide data for discipline referrals, suspension rates, and bias motivated acts, evidence shows a need to focus on improving student relationships with peers, and with adults which has a direct impact on school culture and academic achievement.

Capturing Kids' Hearts is a research-based program that has dramatically elevated the academic and behavioral standards for millions of students in thousands of classrooms across America. It shows teachers how to create high-achieving centers of learning by strengthening students' School Plan for Student Achievement (SPSA) Placerita Junior High School connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of

acceptable behavior. It provides specific strategies and training for teachers and administrators to develop high achieving teams and self-managing classrooms so that all students can succeed academically, grow personally, and feel safe emotionally.

The research-based processes taught through CKH have been shown nation-wide to improve five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction. Data shows that schools that implement the processes report: strengthened student connectedness to others by enhancing healthy bonds with teachers; consistent rules of conduct with reduced disciplinary escalations and referrals; reduction in truancy and dropouts; reduced negative behaviors by students; improvement in student academic performance; district-wide improvements in test scores; higher rate of job satisfaction among teachers; and increased teacher retention and improvement in teacher recruiting.

The attached research articles on "Capturing Kids' Hearts" provide data on the effectiveness of this program in reducing student discipline referrals, increase in positive relationships, and the development of better communication and problem-solving skills.

Because many veteran teachers who were formerly trained in the CKH multi-year process have retired or moved, there is a need for new teachers, administrators, and counselors to go through the training for school-wide support and implementation.

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.

Description and Amount(s)	Source(s)
Description: Capturing Kids' Hearts - Premium Package for Comprehensive support/ Consulting Services (OBJ 5810) Amount: 3,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Description: Capturing Kids' Hearts - Training (OBJ 5220) Amount: 3,500 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

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

All Students

Strategy/Activity

4.7 - Student support workshops in all subject areas

After reviewing the Comprehensive Needs Assessment and getting feedback from teachers and students, we have discovered a significant need for additional academic support in all content areas. Students that come to us from low socioeconomic backgrounds have obstacles to their learning that go beyond the academic day. Many need additional support and additional resources in order to academically succeed across all subject areas. By providing workshops afterschool or during school breaks (summer, winter, spring), we can target the students that are struggling with schoolwork, attendance, and school connectiveness. Workshops have the potential to help youth improve their academic and other outcomes. This is especially true for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content.

Research indicates that students get the most out of afterschool or summer programs, if the programs: Develop thoughtful, fun, accessible, activities; Survey and build on students' interests; Motivate and engage all students to participate; Connect to grade-level benchmarks, standards, and the school-day curriculum to increase achievement ; Provide real-world activities that connect to the broader community; Provide effective tutoring and differentiated instruction for all skill levels; Integrate technology; Provide homework help; Plan activities that engage students and enhance skills across the curriculum; Provide staff training and professional development.

The US Department of Education research suggests that academic support and enrichment as a whole, which may include both academic support classes and academic tutoring, have a positive effect on student outcomes.

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.

Description and Amount(s)	Source(s)
Description: Certificated Salary (OBJ 1130/ 1930) 50 hours x $34 per hour = $1,700 Amount: 1,700 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated Benefits (OBJ 3xxx)	Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits

$1,700 x 22.33% = $380 Amount: 380 Available Balance:	
Description: Supplemental Supplies (OBJ 4310) Amount: 2,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.8 - Professional Development PBIS

Provide classified and certificated staff training opportunities for student equity to build leadership, build positive relationships between students and staff members and create self-managing classrooms driven by unity in purpose which will affect school-wide culture and improve student achievement. The medium through which this can be accomplished is a revision of our school wide policies handbook.

After reviewing school-wide data for discipline referrals, suspension rates, and bias motivated acts, evidence shows a need to focus on improving the consistency of our school wide policies with all staff. By training staff through the design of our school wide policies we will create a more cohesive atmosphere throughout the campus. This would involve a revision of all school policies that would integrate PBIS and CKH into our day-to-day operations in written form along with all our new additions of our Student Support procedures. A foundational framework for assessment would also be included to demonstrate equity in grading procedures for students.

By combining all of this knowledge into one training tool we will unify and simplify our school wide policies. Also by training staff we will create a great equity of process for all students in all classrooms.

Because many veteran teachers who were formerly trained annually in the past have retired or moved, there is a need for new teachers, administrators, and counselors to go through the design and training for school-wide support and implementation.

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.

Description and Amount(s)	Source(s)
Description: Certificated Salary (OBJ 1130 & 1930) 132 hours x $34 per hour = $4,488 Amount: 4,488 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated Benefits (OBJ 3xxx) $4,488 x 22.33% = $1,002 Amount: 1,002 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits
Description: Classified Salary (OBJ 2930) 24 hours x $19.42 per hour = $467 Amount: 467 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries
Description: Classified Benefits (OBJ 3xx1) $467 x 34.52% = $161 Amount: 161 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits

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.

Strategies were implemented successfully and effectively.

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

Goal 4.8 was added to the 2021-22 SPSA in the Spring 2022 to include Professional Development for PBIS and CKH. As the Covid-19 restrictions continue to lessen, we look forward to implementing all strategies as outlined in this goal to their full capacity.

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.

We will implement Capturing Kids' Hearts and workshops for students in the 2022-23 school year, as well as provide all actions and services to support this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #1: Ensure all students have access to highly qualified teachers, school site guidance counselors, CCSS aligned textbooks and materials, safe and uncrowded classrooms, and school facilities in good repair.

Goal 5

Improve student achievement by providing technology to promote increased academic involvement at school and at home.

Identified Need

In order to maintain our excellence in teaching, faculty need to have access to the most current technology in the digital world. The faculty identified the need for specific site licenses to improve the delivery of education for our students, especially in the world of Distance Learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Surveys of staff use of specific applications	Class participation / Classwork completion compared to last spring fourth quarter	Increased participation of students and use of technology at home.
Analysis data from individual sites of staff use	Staff use of technology from use analysis survey	Unified use of technology to increase student achievement

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

5.1 - Increase student access to technology

After reviewing the comprehensive needs survey with input from parents, teachers and students, evidence shows that our students need more direct access to technology and digital tools during the school day in order to develop technological skills needed for success in academics, college, and careers. Many of our students do not have access to technology in the home.

A study at Stanford University conducted by Professor Darling-Hammond found that as school districts around the country consider investments in technology in an effort to improve student outcomes, a new report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) finds that technology - when implemented properly - can produce significant gains in student achievement and boost engagement, particularly among

students most at risk. The study identifies three important components to successfully using technology with at-risk students: interactive learning, use of technology to explore and create rather than to "drill and kill," and the right blend of teachers and technology.

The report, Using Technology to Support At-Risk Students' Learning, also identifies significant disparities in technology access and implementation between affluent and low-income schools. First, low income teens and students of color are noticeably less likely to own computers and use the internet than their peers. Because of their students' lack of access, teachers in high-poverty schools were more than twice likely (56 percent versus 21 percent) to say that their students' lack of access to technology was a challenge in their classrooms. More dramatically, only 3 percent of teachers in high-poverty schools said that their students have the digital tools necessary to complete homework assignments, compared to 52 percent of teachers in more affluent schools.

Secondly, applications of technology in low-income schools typically involves a "drill and kill" approach in which computers take over for teachers and students are presented with information they are expected to memorize and are then tested on with multiple-choice questions. In more affluent schools, however, students tend to be immersed in more interactive environments in which material is customized based on students' learning needs and teachers supplement instruction with technology to explain concepts, coordinate student discussion, and stimulate high-level thinking.

"When given access to appropriate technology used in thoughtful ways, all students-regardless of their respective backgrounds-can make substantial gains in learning and technological readiness," said Darling-Hammond, the faculty director of SCOPE. "Unfortunately, applications of technology in schools serving the most disadvantaged students are frequently compromised by the same disparities in dollars, teachers, and instructional services that typically plague these schools. These disparities are compounded by the lack of access to technology in these students' homes."

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.

Description and Amount(s)	Source(s)
Description: Site Licenses and Subscriptions (OBJ 5840) Programs such as, but not limited to: Kajeet, 5 Star Students Amount: 12,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Description: Purchase additional classroom equipment (OBJ 4310 & 4410)	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

Amount: 4,000 Available Balance:	
Description: Amount: Available Balance:	

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.

Description: Amount: Available Balance:	

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

5.2 - Purchase Additional Interactive Flat Panels

After conducting our school-wide comprehensive needs assessment, evidence shows that students need engaging curriculum that addresses all
learning modalities - including regular visual & auditory examples, modeling, demonstrating, and engaging interesting lessons & activities. Through the use of updated equipment in the classrooms, teachers can keep up with technologically focused curriculums, create a more inclusive classroom, improve student engagement and provide flexible learning environments.

National studies in education (see attached research by Stanford University) find that technology in education, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill"), and the right blend of teachers and technology.

There are significant disparities in access to technology between affluent and low-income school where students tend to be immersed in more interactive environments. When curriculum is presented in rich, engaging, stimulating ways, rather than traditional lecture from a textbook and rote drill of routine skills, student understanding and achievement increases. Parent and student surveys in our school support such findings indicating a need for students to have the greatest amount of access to technology in every classroom at school during the regular school day where the most amount of learning occurs.

Therefore, our staff and school site council members agree that student achievement will improve with teachers and students ability to access Interactive Flat panels in the classrooms. Parents are most supportive of the school providing updated technology for their students to use on a daily basis.

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.

Description and Amount(s)	Source(s)
Description: Interactive Flat Panels (OBJ 6450) Amount: 13,000 Available Balance:	Federal 2021-22 Title I, Part A - Allocation 6000-6999: Capital Outlay
Description: Keyboards and Mouse for Interactive Flat Panels (OBJ 4310) Amount: 1,000 Available Balance:	Federal 2021-22 Title I, Part A - Allocation 4000-4999: Books And Supplies

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

5.3 - Purchase 3D Printers and supplemental supplies for student use.

National studies in education (see the attached research by Linda Darling-Hammond and colleagues at Stanford University) find that student use of technology, when implemented properly, can produce significant gains in student achievement and boost engagement, particularly among those most at risk. Studies show the most important components include interactive learning, the use of technology to explore and create (rather than to do "drill and kill") and the right blend of teachers and technology.

The purpose of this goal is to allocate funds needed to purchase additional 3D printers and supplies. We currently have one 3D printer in our Computer Technology elective class. But in order to have students gain a better knowledge of this type of technology we need to be able to provide more access for a class full of students than a single unit. Hundreds of students rotate through this elective class every ten weeks. We would like to provide a greater foundation to students to develop an interest to continue to academically pursue this technology at the high school where multiple classes are offered that use 3D print technologies.

Therefore, our staff and school site council members agree that student achievement will improve with the addition of updated technology for students to use in classes.

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.

Description and Amount(s)	Source(s)
Description: Equipment (4310 & 4410) Amount: 5,800 Available Balance:	Federal 2021-22 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students Served.

Strategy/Activity

5.4 - Site Licenses and subscriptions for academic online programs

After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in various subjects evidence shows that all students need to be challenged and supported in the classroom hands-on engaging curriculum, especially increasing their abilities to use technology and computers in their educational progress.

According to the Stanford Center for Opportunity Policy in Education (SCOPE) research, Linda Darling-Hammond and her colleagues show that using technology successfully in the classroom can close achievement gaps and improve learning, particularly with at-risk students. (See attached research articles.)

Programs such as, but not limited to, Gimkit, Kahoot, and SnagIt allow teachers to quickly create lessons that provide interactive, rigorous activities for hands-on student engagement. Teachers will import files or Google slides and add interactive activities, websites, and videos that keep students engaged in their learning.

These lessons leverage research-based instructional best practices created by expert educators and educational partners available instantly to teachers in their digital libraries. Lessons can be synchronized across all student devices in the classroom, allowing teachers to provide students with real-time feedback, and giving teachers post-session reports on student comprehension. In this digital age of education, our staff and school site council members agree that student achievement will improve with the addition of regular, school-wide, hands-on, engaging digital curriculum across all core academic subjects.

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.

Description and Amount(s)	Source(s)
Description: Site Licenses and Subscriptions (OBJ 5840) Programs such as, but not limited to: Gimkit, SMORE, Kahoot, SnagIt Amount: 4,200 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Description:	

Amount: Available Balance:	
Description: Amount: Available Balance:	
Description: Training for Implementation of Technology Certificated Salary (OBJ 1130) 80 hours x $34 per hour = $2,720 Amount: 2,720 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated Benefits (OBJ 3xxx) $2,720 x 22.33% = $607 Amount: 607 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits

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.

Strategies were implemented successfully and effectively. The Interactive Flat Panels have helped the teachers create a modern, data-centric classroom that enhances collaboration and learning.

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

IXL was moved to Goal 3.2 since it aligns with the new Science and Social Studies curriculum. We also reduced the internet service from 50 hotspots to 35 hotspots.

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.

Our goal for 22/23 is to implement the strategies as outlined in this goal.

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	$308,578.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$188,367.00

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 ($)
Federal Title III, District Funds	$10,268.00

Subtotal of additional federal funds included for this school: $10,268.00

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 ($)
Federal 2021-22 Title I, Part A - Allocation	$19,800.00
Federal 2022-23 Title I - Parent Engagement	$14,715.00
Federal 2022-23 Title I, Part A - Allocation	$143,584.00

Subtotal of state or local funds included for this school: $178,099.00

Total of federal, state, and/or local funds for this school: $188,367.00

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

3 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
John Turner	Principal
Krya Madsen	Other School Staff
Rosa Bartolovich	Other School Staff
Brandi Davis	Other School Staff
Kristin Burrill	Classroom Teacher
Bree Hammer	Classroom Teacher
Nancy Daily	Classroom Teacher
Michele Tait	Classroom Teacher
Nina Zamora	Parent or Community Member
Ivania Selwa	Parent or Community Member
Laura LaCroix	Parent or Community Member
Rebecca Judd	Parent or Community Member
Devin Thompson	Secondary Student
Jamie Nguyen	Secondary Student
Ava Escalante	Secondary Student
Malachi Wobrock	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	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 May 3, 2022.

Attested:

Principal, John Turner on May 3, 2022
SSC Chairperson, Nancy Daily on May 3, 2022