

School Year: **2020-21**



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
Pepper Drive School	37 68361 6040372		January 2021

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.

Pepper Drive is a Schoolwide Title 1 program. Aligning to our LCAP and LCFF requirements, Pepper Drive prioritizes professional development for teachers to make gains towards the school and district goals. In addition to district provided trainings, Pepper Drive offers teachers site-based professional learning. This includes dedicated opportunities for teachers to plan with their peers and teammates on a regular basis as well as meet regularly with administration and counseling staff to address the social emotional concerns of students. Furthermore, Pepper Drive has a designated Student Success Team (SST) that meets with teachers to identify any student who is experiencing difficulty in the areas of attendance, behavior, or academics. The SST team includes the classroom teacher, the Speech/Language Pathologist, Intervention Resource teachers, Specialized Academic Instructors, the School Psychologist, the parents of the child, an administrator and when needed, the school counselor or the English Learner support staff. Expenditures to supplemental materials and activities are prioritized to align to California State Standards and increasing achievement toward meeting and exceeding the standards. To further support students, pupils in grades 6-8, have the

opportunity to attend extra-curricular clubs. Family and community engagement are also supported through input via surveys and parent meetings, membership on school committees including School Site Council and English Learner Advisory Committee, and family extra-curricular events such as Family Literacy Night and Family Math nights.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Due to Covid Pandemic, Pepper Drive will be using past data as well as more recent survey data to analyze performance.

Current Surveys used at Pepper Drive to assist in the plan include the Panorama Education Survey Staff Climate Survey

Results:

Panorama Education Survey - Indications that students continue to feel safe on campus with 69% of students (3-8) identifying feeling "safe" or "very safe" on campus.

Panorama Education Survey - Indications that students feel connected to school with 79% (K-5) and 67% (6-8) identifying a positive connection to Pepper Drive.

Past Surveys used at Pepper Drive to assist in this plan include The California Healthy Kids Survey, District Caring Schools Survey, Staff Climate Survey, Student Climate Survey, Speak-Up Survey.

Results:

California Healthy Kids Survey (Grade 7) - Indications are that students are feeling safer on campus, with 73% identifying feel safe or very safe on campus. Indications that students are feeling connected to campus with 71% responding that they had a positive relationship with a caring adult on campus.

Staff Climate Survey (Teaching Staff) - Indications are that a majority of staff (51%) feel that students can identify the difference between conflict and bullying on campus and 88% feel that campus is a welcoming and inviting place for students Also, 68% feel behavioral expectations and clear and understood by students.

Student Climate Survey (Grades 4-8) - Indications are that students feel connected to school with 74% feeling connected to a caring adult and 77% feeling connected to other students on campus. In addition, 72% feel campus is welcoming and inviting. Also, 85% feel they can identify the difference between conflict and bullying on campus.

Speak-up Survey - This technology survey had multiple versions:

Parent Survey (14 responses) - The biggest take away was that the majority of respondents are worried that their child(ren) will not be able to afford living in their current community and that student screen time may be too high at school.

Teacher Survey (43 responses) - The biggest concern was the impact of technology on discipline.

Student Survey K-2 (269 responses) - A majority of students prefer learning when it is about animals and wildlife (58%) or they can watch videos (60%). A larger number of students report preferring to read a book on a device (32%) than reading a physical book (26%). Also, 78% report that they have been taught to be good Digital Citizens.

Student Survey 3-5 (311 responses) - Students are interested in learning when they can create things (36%) and work with other students (53%). Students also report they prefer reading a physical book (51%) over a digital book. Also, 51% prefer technology so they can work at their own speed

and 53% prefer it because they can be more creative. Finally, 82% report that they have been taught to be good Digital Citizens.

Student Survey 6-8 (322 responses) - Students report that 93% of them have a phone, with 82% reporting they have a smartphone with internet access. The majority of student report they use their devices to communicate with teachers and other students about school work (62%). The majority of students (60%) report feeling physically safe at school. Only 44% feel emotionally safe at school. (Note: District and national averages are 37%.) A majority of students report feeling they can learn at their own pace using technology at school (61%). Almost all students rate their Digital Citizenship skills as average (75%) or above average (24%).

Classroom Observations

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

Classroom observations at Pepper Drive are regularly completed by the administrative team (Principal, Vice Principal) with a target of 6 hours spent weekly by the Principal and Vice Principal making instructional rounds. There are three main types of observation that include evaluation-based (formal) observations, informal structured walkthrough (data collection) observations, and informal drop-in observations. Through evaluation and drop-in observations, teachers are provided direct feedback. Informal structured walkthrough observations include teacher feedback and also allow for data collection.

Data findings:

2019-2020 focused on ELA instruction on academic vocabulary and accountable talk and Mathematics instruction on the development of students' conceptual understanding of mathematics and communicating that understanding.

Current data indicates 78% of visits witnessed students using domain-specific academic vocabulary, 80% of visits witnessed teachers using domain-specific academic vocabulary, and 68% of math lessons observed included students using multiple representations of their thinking and answers.

2020-2021 will continue with the previous year's goals as 2019-2020 data collection was cut short due to Covid-related school closure.

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)

Pepper Drive utilizes data from the following state and local assessments: Benchmark Assessment System (BAS,) Smarter Balanced Assessment Consortium (SBAC,) iReady, District English Language Arts Performance Tasks, Smarter Balanced Interim Assessments (Block and Comprehensive)

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

Teams regularly meet to determine student achievement on local measures and modify instruction in grade level and content teams. Curriculum embedded assessments include assessments from Wonders, Amplify, Math Expressions, and College Preparatory Mathematics (CPM). Other local measures include Educational Software for Guiding Instruction (ESGI,) Lexia, and iReady.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All requirements for highly qualified staff at Pepper Drive have been met.

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

All credentialed teachers at Pepper Drive School meet state requirements. The Santee School District has extensive training on all adopted instructional materials and follow-up training.

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

Topics of staff development are directly aligned and prioritized to address student learning needs. 2020-2021 will continue the work of the past year and include Academic Vocabulary, Accountable Talk, Cognitively Guided Instruction (CGI,) Math Talks, Guided Language Acquisition and Design (GLAD,) Guided Reading, Positive Behavioral Interventions and Supports (PBIS,) Second Step (SEL curriculum,) Learning Progressions, Learning Targets and Success Criteria, Universal Design Learning (UDL.)

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

Pepper Drive provides assistance and support for teachers by accessing site experts and release time for teachers to confer. We also access district-level Curriculum Resource Teachers for support. They provide coaching and content expertise.

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

Teacher teams are provided regular opportunities to meet and collaborate. These opportunities are designed to be flexible, so as to allow grade level teams or content teams to meet based on their needs. Opportunities are made through team release, when available.

Teaching and Learning

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

All curriculum, instruction, and materials are directly aligned to CA State Standards. The Santee School District has a thoughtful process of review for all adopted materials to ensure CA State Standard alignment. Supplemental materials used in classrooms undergo vetting prior to be used with children to ensure their alignment as well. Pepper Drive teachers engage in effective, research based instructional practices.

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

Classroom schedules and the master calendar are designed to ensure that the recommended ELA and mathematics instructional minutes are adhered to for all students.

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

Schoolwide Response to Intervention (RtI) is scheduled into all grade-level (K-8) schedules. Classroom teachers also maintain flexibility to increase that time as needed during the course of instruction.

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

All materials are State Board adopted and appropriate for all students.

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

Curricular materials are State Board adopted. Intervention materials are research-based and standards-aligned. ELA intervention materials: Leveled Literacy Intervention (LLI) and Lexia. Math intervention materials: Do the Math (Houghton Mifflin) and iReady math, Relflex math.

Opportunity and Equal Educational Access

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

Pepper Drive enacts a dedicated RtI process that allows access for all underperforming students to meet the standards. Interventions are provided in three tiers. Classroom and pull-out interventions are offered in Tier One and Tier Two. Tier Three interventions are provided by specialized staff. Students are identified for intervention based on academic data. Data in ELA and mathematics is reviewed at a minimum of every six weeks and groups are fluidly redesigned for Tiers Two and Three. Tier One groups are more fluid and change based on teacher-identified needs in the classroom.

Evidence-based educational practices to raise student achievement

Pepper Drive regularly reviews student achievement results, identifies needs, and designs instructional opportunities for all students to increase achievement. Teachers employ a variety of best practices including specialized strategies such as Cognitively Guided Instruction, Inquiry-based Instruction, Project-Based Learning, Universal Design Learning, and Guided Language Acquisition and Design to increase student achievement.

Parental Engagement

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

These resources include a District Community Collaborative Director, site Intervention Resource teachers, school counselor, Student Success Team including Specialized Academic Instructors, Instructional Resource Teachers, school psychologist, outside mental health providers contracted by District, adopted curriculum that is available free of charge at home, student access to iPads at school and home to support academic growth, and volunteer support.

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)

Pepper Drive has staff and parents at District Advisory Committee, District Climate Committee, School Site Council, English Learner Advisory Committee, and our Parent Teacher Association.

Funding

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

Title I funds are allocated to increase the number of certificated Intervention Resource Teachers, purchase research-based intervention materials, and purchase supplemental materials and activities to promote student achievement.

Fiscal support (EPC)

Title I allocation 2020-2021 is \$116,048. See Goals 1-3 for breakdown of expenditures.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Single Site Plan for Pepper Drive is a product of the input of several stakeholder groups. Community groups including PTA, School Site Council (SSC), and English Learner Advisory Committee (ELAC) are given opportunities to give input on both academic goal setting and financial planning. The SSC and ELAC meet monthly and discuss the plan, or components of the plan, as needed. Staff also serve as a driving force for academic goal setting and analysis as well as identifying the spending needs of funds based on the funding source. Annual reviews are carried out by the SSC and staff.

Resource Inequities

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

At this time no inequities were identified based on our needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.10%	0.1%	0.11%	1	1	1
African American	2.97%	2.58%	2.86%	29	25	26
Asian	3.07%	3%	2.97%	30	29	27
Filipino	1.53%	1.34%	1.43%	15	13	13
Hispanic/Latino	35.99%	36.16%	36.19%	352	350	329
Pacific Islander	0.31%	0.31%	0.11%	3	3	1
White	47.14%	46.18%	47.08%	461	447	428
Multiple/No Response	1.12%	2.48%	8.36%	11	24	8
Total Enrollment				978	968	909

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	112	99	72
Grade 1	121	103	104
Grade 2	106	113	99
Grade3	89	106	105
Grade 4	138	87	102
Grade 5	113	134	92
Grade 6	101	115	131
Grade 7	112	106	103
Grade 8	86	105	101
Total Enrollment	978	968	909

Conclusions based on this data:

1. Enrollment continues to flex between 960 and 980 students, but is decreasing.
2. Pepper Drive's student population is nearly 50% based on transfers, both inter-district and intra-district.
3. While most student group populations remain constant, our White group is decreasing.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	157	146	130	16.1%	15.1%	14.3%
Fluent English Proficient (FEP)	89	84	84	9.1%	8.7%	9.2%
Reclassified Fluent English Proficient	9	19	19	6.0%	12.1%	13.0%

Conclusions based on this data:

1. Our percentage of English Learners in 2019-2020 continued to drop. However, our Fluent English Proficient percentage slightly increased. We continue to serve student who need focused instruction to increase their knowledge of English. Professional learning and opportunities for the EL service providers to meet with teachers more regularly continue to be a focus.
2. Our reclassification rate slightly increased from 2018-2019. Upon investigation, we believe this is due to a better level of instruction and monitoring being offered to EL students on the edge of reclassifying as English Proficient.
3. Teachers continue to need and benefit from quality professional development on instructing English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	142	90	107	137	89	104	137	89	104	96.5	98.9	97.2
Grade 4	116	137	91	116	137	91	116	137	91	100	100	100
Grade 5	104	111	133	103	111	131	103	111	131	99	100	98.5
Grade 6	115	102	113	112	100	111	112	100	111	97.4	98	98.2
Grade 7	97	103	105	95	103	104	95	103	104	97.9	100	99
Grade 8	74	91	99	74	89	98	73	89	98	100	97.8	99
All Grades	648	634	648	637	629	639	636	629	639	98.3	99.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2430.	2459.	2408.	24.82	38.20	18.27	27.01	30.34	21.15	25.55	19.10	29.81	22.63	12.36	30.77
Grade 4	2444.	2463.	2479.	12.07	21.90	29.67	26.72	25.55	28.57	23.28	22.63	20.88	37.93	29.93	20.88
Grade 5	2519.	2483.	2493.	22.33	15.32	16.79	34.95	31.53	30.53	31.07	18.92	25.95	11.65	34.23	26.72
Grade 6	2520.	2510.	2504.	13.39	8.00	7.21	29.46	40.00	36.04	35.71	28.00	24.32	21.43	24.00	32.43
Grade 7	2541.	2542.	2541.	14.74	13.59	7.69	33.68	33.01	37.50	25.26	32.04	33.65	26.32	21.36	21.15
Grade 8	2569.	2569.	2584.	15.07	16.85	17.35	39.73	37.08	41.84	28.77	26.97	26.53	16.44	19.10	14.29
All Grades	N/A	N/A	N/A	17.45	18.76	15.81	31.13	32.43	32.55	28.14	24.48	26.92	23.27	24.32	24.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.71	30.34	22.12	43.07	51.69	47.12	37.23	17.98	30.77
Grade 4	18.10	21.90	29.67	49.14	50.36	42.86	32.76	27.74	27.47
Grade 5	26.21	18.92	22.14	50.49	48.65	51.91	23.30	32.43	25.95
Grade 6	18.75	16.00	14.41	45.54	57.00	46.85	35.71	27.00	38.74
Grade 7	26.32	20.39	11.54	38.95	41.75	54.81	34.74	37.86	33.65
Grade 8	20.55	24.72	22.45	49.32	43.82	53.06	30.14	31.46	24.49
All Grades	21.38	21.78	20.19	45.91	48.97	49.61	32.70	29.25	30.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.04	37.08	15.38	40.88	49.44	51.92	24.09	13.48	32.69
Grade 4	7.76	19.71	18.68	61.21	48.91	67.03	31.03	31.39	14.29
Grade 5	35.92	18.92	17.56	47.57	45.05	55.73	16.50	36.04	26.72
Grade 6	20.54	16.00	7.21	49.11	50.00	60.36	30.36	34.00	32.43
Grade 7	26.32	23.30	23.08	54.74	53.40	56.73	18.95	23.30	20.19
Grade 8	26.39	25.84	25.51	56.94	55.06	63.27	16.67	19.10	11.22
All Grades	25.35	22.89	17.68	51.02	50.08	58.84	23.62	27.03	23.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.25	24.72	15.38	67.88	68.54	60.58	13.87	6.74	24.04
Grade 4	10.34	15.33	18.68	64.66	70.07	70.33	25.00	14.60	10.99
Grade 5	22.33	15.32	14.50	67.96	63.96	64.89	9.71	20.72	20.61
Grade 6	16.96	15.00	15.32	67.86	68.00	66.67	15.18	17.00	18.02
Grade 7	8.42	9.71	5.77	67.37	73.79	78.85	24.21	16.50	15.38
Grade 8	8.22	21.35	16.33	82.19	59.55	65.31	9.59	19.10	18.37
All Grades	14.62	16.53	14.24	68.87	67.57	67.61	16.51	15.90	18.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.47	44.94	16.35	54.01	48.31	48.08	17.52	6.74	35.58
Grade 4	15.52	18.98	24.18	58.62	62.04	58.24	25.86	18.98	17.58
Grade 5	31.07	18.92	20.61	53.40	54.05	49.62	15.53	27.03	29.77
Grade 6	20.54	17.00	20.72	55.36	61.00	54.05	24.11	22.00	25.23
Grade 7	29.47	23.30	24.04	46.32	60.19	53.85	24.21	16.50	22.12
Grade 8	27.40	30.34	35.71	54.79	51.69	51.02	17.81	17.98	13.27
All Grades	25.16	24.64	23.32	53.93	56.76	52.27	20.91	18.60	24.41

Conclusions based on this data:

- Grade level groups show overall decreases in ELA performance with the exception of grades 4, 5, and 8. Overall, there was a decrease of 3.31%. This is highlighted by the overall percentage of students not meeting standard increasing to 24.88%. We also noted the sharp decline in grade 3 performance and are addressing that need through professional development and other supports.
- Analysis of standardized assessment data indicates a deficit in students' ability communicate about their learning effectively. The decision was made to focus on ELA Anchor Standards R.4 and L.6 and adopt strategies that will allow students to deepen academic vocabulary and accountable talk to share deeper levels of thinking through oral and written discourse.

According to the 2019 California Dashboard, our site has "maintained performance" with a -2.9 points, and we are 6.6 points below the standard. This has put us in the "Orange" category.

3. As there was no CAASPP data gathered from 2019-2020, our previous conclusions from CAASPP data and the 2019 Dashboard data continue to drive our decision making.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	142	90	107	142	89	104	142	89	104	100	98.9	97.2
Grade 4	116	137	91	116	137	91	116	137	91	100	100	100
Grade 5	104	111	133	103	111	131	103	111	131	99	100	98.5
Grade 6	115	102	113	115	100	111	115	100	111	100	98	98.2
Grade 7	97	103	104	95	103	103	95	103	103	97.9	100	99
Grade 8	73	91	99	73	88	98	73	88	98	100	96.7	99
All Grades	647	634	647	644	628	638	644	628	638	99.5	99.1	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2442.	2463.	2421.	19.72	29.21	14.42	36.62	34.83	25.96	23.24	26.97	35.58	20.42	8.99	24.04
Grade 4	2466.	2477.	2480.	12.07	13.87	17.58	28.45	32.12	28.57	37.07	35.04	38.46	22.41	18.98	15.38
Grade 5	2512.	2501.	2500.	19.42	19.82	22.14	27.18	18.92	14.50	27.18	28.83	29.77	26.21	32.43	33.59
Grade 6	2502.	2518.	2505.	15.65	15.00	14.41	11.30	29.00	17.12	33.04	28.00	37.84	40.00	28.00	30.63
Grade 7	2548.	2530.	2543.	26.32	15.53	17.48	17.89	24.27	28.16	29.47	29.13	30.10	26.32	31.07	24.27
Grade 8	2580.	2593.	2627.	26.03	35.23	41.84	23.29	18.18	26.53	27.40	29.55	20.41	23.29	17.05	11.22
All Grades	N/A	N/A	N/A	19.25	20.54	21.16	24.84	26.43	22.88	29.50	29.94	31.97	26.40	23.09	23.98

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.92	47.19	25.00	38.73	37.08	39.42	25.35	15.73	35.58
Grade 4	25.86	32.12	26.37	39.66	38.69	42.86	34.48	29.20	30.77
Grade 5	33.98	28.83	29.77	29.13	33.33	30.53	36.89	37.84	39.69
Grade 6	20.00	24.00	24.32	33.04	39.00	37.84	46.96	37.00	37.84
Grade 7	35.79	27.18	29.13	28.42	31.07	38.83	35.79	41.75	32.04
Grade 8	38.36	45.45	57.14	34.25	31.82	29.59	27.40	22.73	13.27
All Grades	31.21	33.44	31.66	34.32	35.35	36.21	34.47	31.21	32.13

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.17	35.96	22.12	53.52	51.69	50.96	18.31	12.36	26.92
Grade 4	15.52	22.63	20.88	52.59	46.72	56.04	31.90	30.66	23.08
Grade 5	19.42	18.92	18.32	54.37	43.24	45.04	26.21	37.84	36.64
Grade 6	15.65	8.00	15.32	36.52	49.00	36.94	47.83	43.00	47.75
Grade 7	27.37	16.50	13.59	43.16	51.46	54.37	29.47	32.04	32.04
Grade 8	15.07	32.95	35.71	52.05	42.05	51.02	32.88	25.00	13.27
All Grades	20.65	21.97	20.69	48.76	47.29	48.59	30.59	30.73	30.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.87	43.82	21.15	51.41	41.57	50.96	19.72	14.61	27.88
Grade 4	18.10	17.52	23.08	52.59	52.55	52.75	29.31	29.93	24.18
Grade 5	18.45	20.72	16.03	53.40	44.14	47.33	28.16	35.14	36.64
Grade 6	17.39	19.00	13.51	40.00	44.00	43.24	42.61	37.00	43.24
Grade 7	25.26	12.62	13.59	54.74	61.17	66.02	20.00	26.21	20.39
Grade 8	27.40	38.64	43.88	54.79	44.32	46.94	17.81	17.05	9.18
All Grades	22.52	24.20	21.32	50.78	48.41	50.94	26.71	27.39	27.74

Conclusions based on this data:

- Grade level groups show increases and decreases in Math performance. Overall, there was a decrease of 2.93%. This is highlighted by the overall percentage of students not meeting standard increasing to 23.98%. We also noted the sharp decline in grade 3 performance and are addressing that need through professional development and other supports.
- Analysis of standardized assessment data indicates students do not effectively apply conceptual knowledge in mathematical problem solving, preventing expected achievement. The decision was made to focus on conceptual learning in mathematics and communicating abstract reasoning effectively, allowing students to make sense of problems, persevere in solving them by modeling in a variety of ways using appropriate tools strategically. (CCSS.MATH.PRACTICE: MP1, MP2, MP4, MP5.)

According to the 2019 California Dashboard, our site has "maintained" performance by -1.1 points, and we are 11.7 points below the standard. The decrease has put us in the "Yellow" category.
- As there was no CAASPP data gathered from 2019-2020, our previous conclusions from CAASPP data and the 2019 Dashboard data continue to drive our decision making.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1448.7	1471.6	1471.8	1485.9	1394.6	1437.9	21	16
Grade 1	1476.6	1483.8	1476.1	1496.9	1476.6	1470.2	21	19
Grade 2	1484.4	1528.3	1496.6	1548.7	1471.5	1507.3	26	20
Grade 3	1509.5	1501.4	1517.3	1506.9	1501.2	1495.2	18	27
Grade 4	1525.0	*	1531.1	*	1518.3	*	23	7
Grade 5	*	1531.9	*	1527.9	*	1535.3	*	16
Grade 6	*	*	*	*	*	*	*	9
Grade 7	1508.8	*	1485.8	*	1531.4	*	11	4
Grade 8	*	*	*	*	*	*	*	8
All Grades							140	126

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	37.50	*	43.75	*	18.75	*	0.00	21	16
1	52.38	15.79	*	47.37	*	36.84		0.00	21	19
2	*	40.00	46.15	55.00	*	5.00	*	0.00	26	20
3	*	14.81	*	48.15	*	29.63	*	7.41	18	27
4	*	*	*	*	*	*	*	*	23	*
5		18.75	*	56.25	*	25.00		0.00	*	16
6		*	*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	11	*
8	*	*	*	*	*	*		*	*	*
All Grades	35.00	26.19	39.29	46.03	19.29	24.60	*	3.17	140	126

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	50.00	*	37.50	*	12.50	*	0.00	21	16
1	71.43	52.63	*	21.05	*	26.32		0.00	21	19
2	69.23	80.00	*	20.00	*	0.00	*	0.00	26	20
3	*	44.44	*	40.74		11.11	*	3.70	18	27
4	65.22	*	*	*	*	*		*	23	*
5	*	37.50	*	56.25	*	6.25		0.00	*	16
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*		*	11	*
8	*	*	*	*	*	*		*	*	*
All Grades	56.43	50.79	28.57	36.51	10.71	11.90	*	0.79	140	126

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.50	*	62.50	*	25.00	*	0.00	21	16
1	52.38	10.53	*	42.11	*	36.84	*	10.53	21	19
2	*	10.00	*	65.00	*	20.00	*	5.00	26	20
3	*	3.70	*	29.63	*	55.56	*	11.11	18	27
4	*	*	*	*	*	*	*	*	23	*
5		6.25	*	31.25	*	43.75	*	18.75	*	16
6		*		*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	11	*
8	*	*		*	*	*	*	*	*	*
All Grades	21.43	7.94	31.43	44.44	27.14	35.71	20.00	11.90	140	126

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	71.43	31.25	*	62.50	*	6.25	21	16
1	80.95	68.42	*	31.58		0.00	21	19
2	61.54	60.00	*	40.00	*	0.00	26	20
3	*	14.81	61.11	74.07		11.11	18	27
4	69.57	*	*	*	*	*	23	*
5	*	6.25	*	87.50		6.25	*	16
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	11	*
8	*	*	*	*	*	*	*	*
All Grades	55.71	31.75	37.14	60.32	*	7.94	140	126

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	50.00	*	50.00	*	0.00	21	16
1	52.38	31.58	*	63.16		5.26	21	19
2	73.08	75.00	*	25.00	*	0.00	26	20
3	83.33	74.07		22.22	*	3.70	18	27
4	69.57	*	*	*		*	23	*
5	*	87.50	*	6.25		6.25	*	16
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	11	*
All Grades	62.86	69.05	31.43	28.57	*	2.38	140	126

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.25	80.95	93.75		0.00	21	16
1	61.90	15.79	*	73.68	*	10.53	21	19
2	*	20.00	50.00	75.00	*	5.00	26	20
3	*	0.00	*	62.96	*	37.04	18	27
4	*	*	52.17	*	*	*	23	*
5		18.75	*	68.75	*	12.50	*	16
7	*	*	*	*	*	*	11	*
8	*	*	*	*	*	*	*	*
All Grades	24.29	12.70	49.29	65.87	26.43	21.43	140	126

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	68.75	*	25.00	*	6.25	21	16
1	*	15.79	57.14	78.95	*	5.26	21	19
2	42.31	20.00	53.85	80.00	*	0.00	26	20
3	*	14.81	*	77.78	*	7.41	18	27
4	*	*	47.83	*	*	*	23	*
5	*	12.50	*	68.75	*	18.75	*	16
7	*	*	*	*		*	11	*
All Grades	35.00	22.22	52.14	71.43	12.86	6.35	140	126

Conclusions based on this data:

1. With the addition of 2018-2019 data, we recognize overall drops in "Well Developed" and "Level 4" performance bands between these two years.
2. We see increases in "Somewhat Moderately" and "Level 2" and Level 3" performance bands as well, with drops (when data is comparable) in "Beginning" and "Level 1" performance.
3. Research into the decreased performance of Current English Learners is needed along with strategies to ensure students do not plateau at Levels 2 and 3.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
968	60.4	15.1	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	146	15.1
Foster Youth	2	0.2
Homeless	55	5.7
Socioeconomically Disadvantaged	585	60.4
Students with Disabilities	91	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	2.6
American Indian	1	0.1
Asian	29	3.0
Filipino	13	1.3
Hispanic	350	36.2
Two or More Races	76	7.9
Pacific Islander	3	0.3
White	447	46.2





Conclusions based on this data:

1. This data was not updated for 2020-2021, and the conclusions below remain based on prior data.
2. Pepper Drive has seen overall population growth over the past 5 years.
3. The EL population and Homeless population have increased notably, and with other student groups growing as well. We have a more diverse population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. An decrease in performance in mathematics moved us to the yellow performance level, while ELA performance dopped as well and was coded orange.
2. A decrease in chronic absenteeism maintained the green level.
3. Suspension rates increased by one percent, thus we earned the orange level.

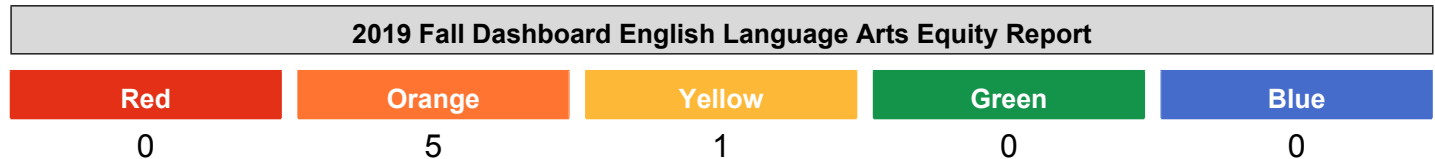
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 6.6 points below standard Maintained -2.9 points 613	 Orange 38.9 points below standard Declined -7.8 points 125	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 28.2 points below standard Increased ++10.5 points 35	 Orange 18 points below standard Maintained -1 points 392	 Orange 78.6 points below standard Increased ++14.2 points 77

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.5 points below standard Increased Significantly ++26.6 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 16.7 points below standard Declined -10.7 points 23	 No Performance Color 30.3 points above standard 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 18.6 points below standard Declined -7.6 points 223	 Orange 11.2 points below standard Maintained -1.2 points 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 3.2 points above standard Maintained -1.2 points 289

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
81.6 points below standard Declined -13.2 points 60	0.5 points above standard Maintained ++0.2 points 65	1.7 points below standard Declined -3.3 points 458

Conclusions based on this data:

1. Our overall performance was orange. The "Hispanic" and "Asian" student groups performances declined. The "Two or More Races" group maintained. The "African American" student group increased significantly.
2. English Learners continue to show the largest struggles with performance. Students with Disabilities showed an increase in performance.
3. Rtl and support services need to be reviewed in order to address these performance differentials.

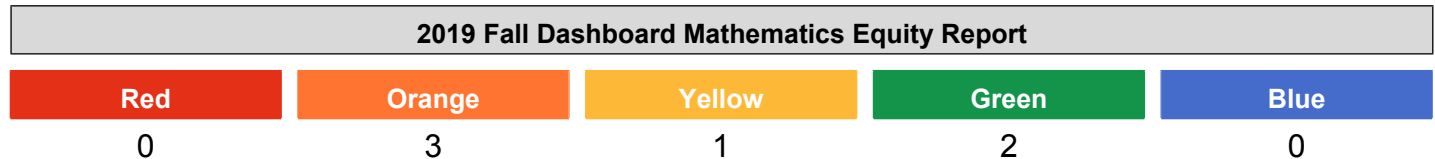
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 11.7 points below standard Maintained -1.2 points 612	English Learners  Orange 41.3 points below standard Declined -5.7 points 125	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 30.8 points below standard Maintained ++1.2 points 35	Socioeconomically Disadvantaged  Green 22 points below standard Increased ++5.4 points 392	Students with Disabilities  Orange 101.1 points below standard Increased ++8.4 points 77

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 47.5 points below standard Increased ++9.3 points 12	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 20.3 points above standard Maintained ++0.3 points 23	Filipino  No Performance Color 22.4 points above standard 12
Hispanic  Orange 34.3 points below standard Declined -8.2 points 223	Two or More Races  Yellow 22.7 points below standard Declined Significantly -15.1 points 48	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 6.4 points above standard Increased ++4.2 points 288

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 71.3 points below standard Declined -6.5 points 60	Reclassified English Learners 13.7 points below standard Maintained -2.6 points 65	English Only 8 points below standard Maintained -2 points 457
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Conclusions based on this data:

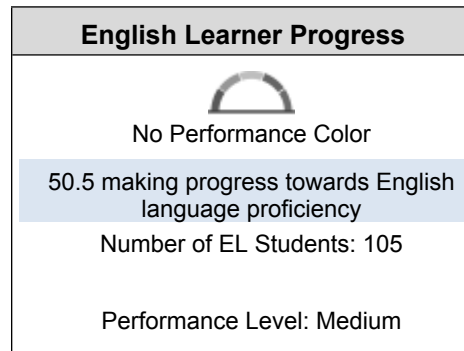
1. While overall performance level was green, all student groups except White performed below Green and below standard.
2. Socioeconomically Disadvantaged, Students with Disabilities, and African American showed increases. Hispanic and Two or More Races declined. Other student groups maintained.
3. Research into the decreased performance of Current English Learners, Hispanic, and Two or More Races students is needed and the performance addressed.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.9	27.6	7.6	42.8

Conclusions based on this data:

1. This is based upon baseline data for the new assessment.

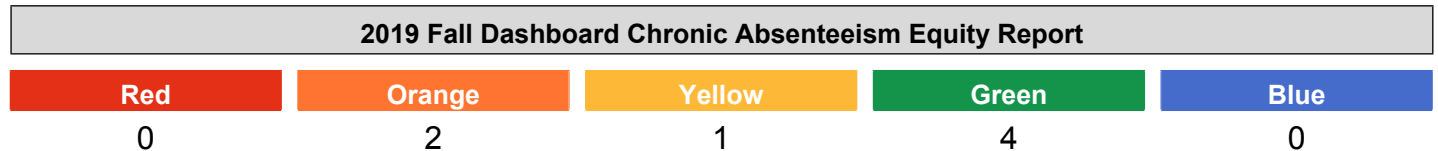
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
					
Green	Orange	No Performance Color	Green	Green	Yellow
7.5	10.9	Less than 11 Students - Data Not Displayed for Privacy	7.8	9.4	9.7
Declined -0.7	Increased +0.6	5	Declined -7.3	Declined -0.7	Maintained +0.1
1003	156		64	631	124

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>15.4</div> Increased +5.4 <div>26</div>	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>1</div>	Asian  No Performance Color <div>0</div> Maintained 0 <div>29</div>	Filipino  No Performance Color <div>7.1</div> Declined -6.2 <div>14</div>
Hispanic  Green <div>8.2</div> Declined -2.2 <div>365</div>	Two or More Races  Green <div>3.2</div> Declined -2.1 <div>94</div>	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>3</div>	White  Orange <div>7.6</div> Increased +0.5 <div>471</div>

Conclusions based on this data:

- Overall, student groups chronic absenteeism declined, however English Learners and White showed a slight increase.
- We need to continue efforts to communicate about the importance of attendance and alternatives when long-term absences occur.

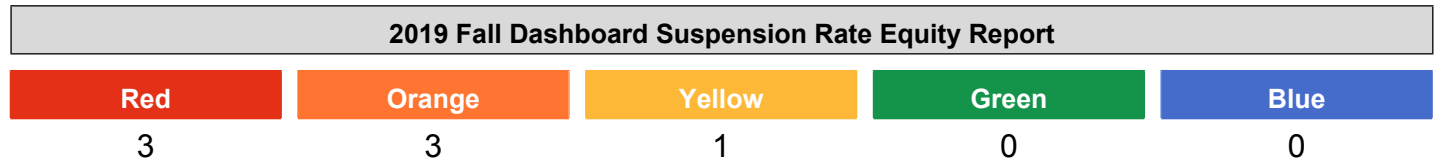
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 5.5 Increased +1 1022	English Learners  Orange 4.5 Increased +0.9 156	Foster Youth  No Performance Color Less than 11 Students - Data Not 5
Homeless  Red 9 Increased +1.5 67	Socioeconomically Disadvantaged  Red 6.4 Increased +1.6 636	Students with Disabilities  Red 7.9 Increased +0.4 126

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 10.7 Increased +7.5 28	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  No Performance Color 3.4 Increased +3.4 29	Filipino  No Performance Color 0 Maintained 0 15
Hispanic  Yellow 5.1 Declined -0.6 372	Two or More Races  Orange 4.3 Increased +0.3 94	Pacific Islander  No Performance Color Less than 11 Students - Data 3	White  Orange 5.8 Increased +1.5 480

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.5	5.5

Conclusions based on this data:

1. While the overall number of students suspended increased, the percentage of increase was relatively low.
2. The following student groups moved into the "Red" zone: Homeless, Socio-Economically Disadvantaged, Students with Disabilities.
3. We will continue to look for restorative options for discipline that allow suspension to only be used for zero tolerance and unregulated, often-repeated behavior. We will also investigate the increasing trends in Homeless, Socio-Economically Disadvantaged, Students with Disabilities with a focus on specific cases to ensure that this doesn't come a trend over time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Improve student learning of Common Core State Standards in English Language Arts/English Language Development and Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills.

Goal 1

Grades K through 8th will increase the percentage of students meeting or exceeding standards by 6% or more as measured by district and state assessments in ELA/ELD.

Identified Need

Analysis of standardized assessment data indicates a deficit in students' ability communicate about their learning effectively. The decision was made to focus on ELA Anchor Standards R.4 and L.6 and adopt strategies that will allow students to deepen academic vocabulary and accountable talk to share deeper levels of thinking through oral and written discourse.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmark Assessment System (BAS) K-2 (Average for Tri. 3 2018)	59% Met or Exceeding standard	65% Meeting or Exceeding standard
CAASPP (3-8) ELA Schoolwide Met or Exceeded	48% Met or Exceeding standard	54% Meeting or Exceeding standard
2019 CA Dashboard ELA Overall	6.6 points below standard (Orange)	2 points above standard (Green)
2020 Mid-Year iReady Reading Assessment	46% Tier 1 (on track)	65% at Tier 1 (on track)

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

Staff participate in professional learning in English Language Arts with a focus on academic vocabulary, accountable talk, and Guided Reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, conferences, workshops, etc.
2,000	LCFF - Supplemental None Specified Purchase of CCSS materials and supplies including technology hardware and software and duplication to support professional learning
12,000	Title I None Specified Release for teachers to analyze performance data and align instruction to meet the needs of at-risk students
3,078	Prop 20 Lottery None Specified Duplicating materials for professional learning

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

Support staff, Intervention Resource Teachers, and general education teachers will work with individuals and small groups on specific identified skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
45,000	Title I None Specified Salary for short-term Intervention Resource Teacher
8,000	LCFF - Supplemental None Specified Team review of student work samples

2,000	Title I None Specified Provide Guided Reading materials and professional development to support small group, targeted instruction
8,000	Prop 20 Lottery None Specified Purchase of supplemental instructional and assessment materials including hardware and software
13,000	Title I None Specified Purchase of materials and supplies to support identified student group needs

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

Grade level release and collaboration; scoring and analysis of student work

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I None Specified Release time for teachers and support personnel

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

Improve and/or increase parent participation in their children's learning process, including District and school committees, parent nights, parent education opportunities, etc...

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I None Specified Parent Night materials and childcare
1,500	LCFF - Base None Specified Training materials, flyers, 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

Strategy/Activity

Students and classrooms will receive necessary materials and supplies to support learning loss due to effects of Covid-19 Pandemic.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9,000	Learning Loss Mitigation Funds None Specified Purchase of materials and supplies

Annual Review

SPSA Year Reviewed: 2019-20

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.

This goal remains unchanged from 2019-2020 as overall performance data has been limited due to Covid-19 school closure and subsequent reopening. Former conclusions remain unchanged and are listed as follows:

While we were able to engage in all strategies/activities from 2018-2019, student achievement did not increase. In fact, there were drops in achievement indicators overall. While both 4th and 8th grade exceeded their targeted gains, other grade levels did not. Staff continue to reflect on programmatic changes that will be more successful this year.

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

Overall implementation of goals was completed and the funds expended as expected from 2019-2020 with small carryovers due to COVID-19 closure.

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.

From 2019-2020:

Through reflection, we have chosen to utilize certificated rather than classified employees for intervention services. This would be noted by the deletion of instructional assistants being funded and replacing them with a certificated staff member until December. In January 2020, that certificated staff member will continue intervention services, but will be funded through a different source than is identified in the SPSA. Further, professional learning as a staff is more focused on academic vocabulary and accountable talk. This can be found in Goal 1, Strategy/Activity 1 in the SPSA. Finally, professional learning and implementation of Guided Reading in grades K-3 will be emphasized. Support can be seen in Goal 1, Strategy/Activity 1 and 2.

For 2020-2021:

We have included iReady Reading data as a benchmark. As of the Mid-Tear 2020 assessment 46% of students were at Tier 1 and on track for reading. In contrast, the remaining students were nearly equally split between Tier 2 (26%) - needing intervention and Tier 3 (27%)- At Risk . Not only do we need to increase our Tier 1 percentage (see Annual Measurable Outcomes Goal 1, item 4) but we also need to transition students from Tier 3 to Tier 2 or better in the process. Again, see Annual Measurable Outcomes for Goal 1, item 4.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics and Science

LEA/LCAP Goal

Improve student learning of Common Core State Standards in English Language Arts/English Language Development and Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills.

Goal 2

Grades K through 8th will increase the percentage of students meeting or exceeding standards by 6% or more as measured by district and state assessments in Mathematics.

Identified Need

Analysis of standardized assessment data indicates students do not effectively apply conceptual knowledge in mathematical problem solving, preventing expected achievement. The decision was made to focus on conceptual learning in mathematics and communicating abstract reasoning effectively, allowing students to make sense of problems, persevere in solving them by modeling in a variety of ways using appropriate tools strategically. (CCSS.MATH.PRACTICE: MP1, MP2, MP4, MP5.)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP (3-8) Mathematics Schoolwide Met or Exceeded	44% Met or Exceeding standard	50% Meeting or Exceeding standard
2018 CA Dashboard Mathematics Overall	10.5 points below standard (Green)	5 points below (Green)
iReady Math Diagnostic	Baseline 2021	Baseline 2021

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

Staff will increase their knowledge of strategies to support implementation of CCSS in mathematics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,815	LCFF - Base None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.
2,000	Title I None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.
2,634	LCFF - Supplemental None Specified Purchase of supplemental CCSS instructional materials and supplies as needed including duplicating
3,074	LCFF - Base None Specified Purchase of supplemental CCSS instructional materials and supplies as needed including duplicating
1,592	Prop 20 Lottery None Specified Purchase of supplemental CCSS instructional materials and supplies as needed including duplicating

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

Support staff and general education teachers will work with individuals and small groups on specific identified skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	LCFF - Base None Specified Ongoing analysis of formative and summative data including team review of student work samples
2,338	LCFF - Supplemental None Specified Purchase of supplemental instructional and assessment materials including hardware and software
3,078	Prop 20 Lottery None Specified Purchase of supplemental materials and supplies, including duplicating
6,000	LCFF - Base None Specified Purchase of supplemental materials and supplies.
17,056	Title I None Specified Purchase of materials 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

Strategy/Activity

Improve and/or increase parent participation in their children's learning process, including District and school committees

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Title I None Specified Parent Night materials and childcare

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

Staff will increase their knowledge of strategies to support implementation of Next Generation Science Standards (NGSS)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF - Base None Specified Participate in site, district, and county professional development opportunities such as professional reading, team meetings, release time, conferences, workshops, etc.
3,500	LCFF - Supplemental None Specified Purchase of supplies to support NGSS
9,492	Title I None Specified Purchase of supplies and support to activities related to NGSS

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students and classrooms will receive necessary materials and supplies to support learning loss due to effects of Covid-19 Pandemic.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9,000	Learning Loss Mitigation Funds None Specified Purchase of materials and supplies

Annual Review

SPSA Year Reviewed: 2019-20

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.

This goal remains unchanged from 2019-2020 as overall performance data has been limited due to Covid-19 school closure and subsequent reopening. Former conclusions remain unchanged and are listed as follows:

While we were able to engage in all strategies/activities from 2018-2019, student achievement did not increase. In fact, there were drops in achievement indicators overall. While some grade levels exceeded their targeted gains, other grade levels did not. Staff continue to reflect on programmatic changes that will be more successful this year.

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

Overall implementation of goals was completed and the funds expended as expected from 2019-2020, with small carryovers due to COVID-19 school closure.

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.

From 2019-2020:

Through reflection, we have chosen to utilize a certificated intervention teacher to support student learning in mathematics. This would be noted by the addition of a portion of the intervention teacher's salary into Goal 2, Strategy/Activity 2 of the SPSA. Further, professional learning as a staff is more focused on mathematical concept building and communication. This can be found in Goal 2, Strategy/Activity 1 in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Well Being

LEA/LCAP Goal

Improve and/or increase services to support the social, emotional, and physical well-being of students and their families.

Goal 3

Students will be more connected to school by maintaining regular attendance and feeling safe at school as measured by increases in reporting feeling "safe" or "very safe" at school and decreases in suspensions and chronic absenteeism.

Identified Need

We need to better understand K-8 data on the new Panorama survey and increase participation. We also recognize a need for increased parent and community involvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	96.00%	Increase by 1%
2019 CA Dashboard - Chronic Absenteeism	7.5% chronically absent (green)	Decrease by 2%
2019 CA Dashboard - Suspension Rate	5.5% suspended at least once (yellow)	Decrease by 2%
2019 Panorama Survey Safety Question	69% report feeling "safe" or "very safe" grades 3-8	Increase by 10%
2019 Panorama Survey Connectedness Question	79% (k-5) and 67% (6-8) report feeling "connected at school"	Increase by 10%

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

School Climate Committee will meet at least twice each trimester to refine program implementation and analyze school data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
600	LCFF - Supplemental None Specified Materials for committee
1,108	LCFF - Base None Specified Release time for committee

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

Attendance Recognition will occur on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF - Supplemental None Specified Attendance will be reviewed and reward and recognition provided for classrooms with perfect as well as improved attendance with incentives.
1,500	LCFF - Base None Specified Purchase of incentives

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

Student performance will be recognized on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,550

Source(s)

LCFF - Supplemental
None Specified
Academic and social incentives will be provided for students who are currently at risk and have earned them through their work and actions.

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

Staff will work together to implement Social Emotional Learning program, Second Step, and implement PBIS on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,500

Source(s)

Title I
None Specified
Supplemental materials for SEL instruction will be purchased and distributed.

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

Communication about SEL and PBIS will occur to stakeholders.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

393

Source(s)

Prop 20 Lottery
None Specified
Supplies will be purchased including paper and printing supplies.

3,000

LCFF - Base
None Specified

Supplies will be purchased including paper and printing 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

Students and classrooms will receive necessary materials and supplies to support learning loss due to effects of Covid-19 Pandemic.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,725

Source(s)

Learning Loss Mitigation Funds
None Specified
Purchase of materials and supplies

Annual Review

SPSA Year Reviewed: 2019-20

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 and activities that were outlined in last year's plan were partially implemented due to COVID-19 school closure and will continue in 2020-2021. We have shifted data sources to the Panorama Survey and do not have direct comparable data to past sources.

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

Overall implementation of goals was completed and the funds expended as expected from 2019-2020, with small carryovers due to COVID-19 school closure.

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.

Expenditures in the goal remains about the same as we only need supplemental materials. This can be found in Goal 3, Strategy/Activity 4 in the SPSA. We continue to feel that increasing communication about this overall goal is essential, and are slightly increasing funds to cover communication. This can be found in in Goal 3, Strategy/Activity 5 in the SPSA.

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	\$160,992.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$206,533.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$116,048.00

Subtotal of additional federal funds included for this school: \$116,048.00

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 (\$)
LCFF - Base	\$29,997.00
LCFF - Supplemental	\$21,622.00
Learning Loss Mitigation Funds	\$22,725.00
Prop 20 Lottery	\$16,141.00

Subtotal of state or local funds included for this school: \$90,485.00

Total of federal, state, and/or local funds for this school: \$206,533.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Base	29,997	0.00
LCFF - Supplemental	21,622	0.00
Prop 20 Lottery	16,141	0.00
Title I	116,048	0.00
Learning Loss Mitigation Funds	22,725	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	29,997.00
LCFF - Supplemental	21,622.00
Learning Loss Mitigation Funds	22,725.00
Prop 20 Lottery	16,141.00
Title I	116,048.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	206,533.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	LCFF - Base	29,997.00
None Specified	LCFF - Supplemental	21,622.00
None Specified	Learning Loss Mitigation Funds	22,725.00
None Specified	Prop 20 Lottery	16,141.00

None Specified	Title I	116,048.00
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Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	112,578.00
Goal 2	76,579.00
Goal 3	17,376.00

School Site Council Membership

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

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

Name of Members	Role
Ted Hooks	Principal
Danielle DiMattio	Parent or Community Member
Melissa Jarvis	Parent or Community Member
Cathy McKinney	Parent or Community Member
Nakisha Rodarte	Parent or Community Member
Kristi Tague	Parent or Community Member
Jennifer Mahoney	Classroom Teacher
Rudy Ramirez	Classroom Teacher
Suzanne Sardina	Other School Staff
Debbie Towne	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner 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 December 14, 2020.

Attested:



Principal, Ted Hooks on 12-14-20



SSC Chairperson, Melissa Jarvis on 12-14-20