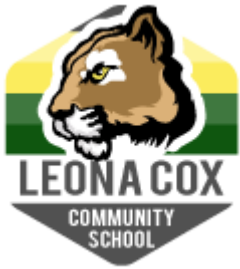School Year: **2022-23**

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
Leona Cox Community School	19-65045	April 14, 2022	June 22, 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 Single Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies based on analysis of quantifiable and qualitative data. This plan will serve to improve student academic outcomes, student engagement, school climate, and the involvement of parents and the school community. The SPSA is aligned with the District Local Control Accountability Plan (LCAP) and measurable student outcomes are in support of the LCAP goals, metrics and targets for improvement. The SPSA is a plan that is developed in collaboration with input from stakeholders and finalized and approved for submission to the Board of Education by the School Site Council.

Table of Contents

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).

Every year, the District conducts surveys of staff, parents, and students to provide information on instruction, safety, communication, and programs. The survey included ways to strengthen the instructional program, provide necessary professional development, and gain an understanding of ways to support families.

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

Site administrators conduct frequent classroom observations to support teachers in standards implementation, classroom management, and monitoring of programs. Data from these classroom observations inform decisions regarding professional development and program implementation. Classroom observations consist of formal and informal observations, and include daily walkthroughs of classrooms.

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)

The District uses data from State and local assessments to monitor student progress, inform instructional decisions, and improve student achievement. At the beginning of the year, teachers participate in data analysis sessions to review the prior year state assessments, examine beginning of the year assessments, and reflect on other forms of data to determine implications for instruction.

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

Throughout the school year, school site administrators, teachers, and district administrators utilize curriculum-embedded assessments and other formative assessments to participate in ongoing cycles of inquiry.   Data is collected and analyzed in order to implement a multi-tiered system of support to meet academic and socio-emotional needs of all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The District's Personnel Division is committed to ensuring that all current and newly hired teachers meet the highly qualified teacher requirements. Currently, 100% of teachers in Sulphur Springs Union School District are highly qualified.

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

Currently 100% of teachers in Sulphur Springs Union are credentialed teachers. Professional development on SBE-adopted curriculum takes place at the beginning of the year before school starts, and continues throughout the year. Professional development also includes content on the CA Common Core Standards, the English Language Development Standards, and the Next Generation Science Standards.

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

Sulphur Springs Union School District provides high-quality professional development for teachers, principals, District administrators, and classified staff throughout the year. Professional development is focused on implementing the Local Control Accountability Plan (LCAP), district initiatives, priority standards, and data across the district on how best to meet students' instructional needs.   For the 2022-2023 school year, professional development will focus on implementing the District's Learning Continuity and Attendance Plan, to address the needs identified for students and staff. Before the 2022-2023 school year starts, teachers will participate in 32 hours of virtual professional development. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

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

The Sulphur Springs Union School District's Educational Services Department continues to provide ongoing support to teachers and administrators through the Assistant Superintendent of Educational Services, the Director of Curriculum and Instruction, two Educational Program Coordinators, and two Teachers on Special Assignment. Ongoing support and instruction consists of job-embedded coaching, professional development workshops, analyzing data, and being critical thought partners in analyzing data: in order to make informed instructional decisions regarding programs and services.

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

During each site's Wednesday Professional Development time, teachers are given the opportunity to work together in teams to share resources, analyze data and make instructional decisions. Additionally, during the 2022-2023 school year, the Educational Services Department has provided opportunities for teachers at each grade-level across the District to come together and collaborate. These opportunities include professional development sessions, as well as the establishment and updating of Google Classroom and District website to serve as a resource hub for teachers.

Teaching and Learning

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

State-adopted standards aligned textbooks are utilized across all core curricular areas to meet Williams compliance. Each year, the District updates a curriculum guide that focuses on priority standards in the content areas.

After the release of the report "Addressing Unfinished Learning After Covid-19" by the Council of Great City Schools (June 2020), the District's Educational Services Department met with a cohort of teachers and administrators in early July to discuss instructional priorities when starting the 2022-2023 academic school year. Through a series of four workshop sessions, the team focused on three of the principles contained in the report: 1). Stick to grade-level content and instructional rigor, 2) Focus on depth of instruction and instructional rigor, and 3) Prioritize content and learning. The team utilized the June 2022 report from Student Achievement Partners titled "2020-2021 Priority Instructional Content in English-Language Arts and Mathematics" to identify priority standards and create Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

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

The school implements the minimum required instructional minutes. In many classrooms teachers are teaching beyond the minimum requirement, in order to meet students' instructional needs.

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

The school implements a multi-tiered system of support to target students' instructional needs. Students are identified for intervention based on data from state, district, and curriculum-embedded assessments.

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

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs. In English-Language Arts and English Language Development, the school utilizes Benchmark Advance. In Math, the school utilizes Math Expressions. Social Studies Weekly and Inspire Science are used for Social Studies and Science Curriculum. All curriculum include an online platform in which teachers and students can access the content digitally.

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 purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs.

Opportunity and Equal Educational Access

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

Centralized and site funds are used to support all student groups, including English Learners, homeless students, foster youth and students with disabilities. Funds are used to support professional development needs and/or instructional programming.

Evidence-based educational practices to raise student achievement

The school site continues to utilize research-based educational practices to support students in attaining grade-level proficiency. Data is analyzed to drive instruction and determine professional development needs.   The District and school site provide regular opportunities for collaboration and school leaders participate in ongoing professional development to stay abreast of research-based instructional practices.

Parental Engagement

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

The school site implements a multi-tiered system of support to determine how best to support students academically and socio-emotionally.   The site has a variety of resources to support underperforming students, including intervention programs, counseling services, the District's Family Resource Center, and access to the District Social Worker. Additionally, teachers and staff participate in ongoing professional development to meet these needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The site involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through the School Site Council. The school Site Council establishes, plans, and reviews the School Plan for Student Achievement annually. Additionally, the principal provides information and elicits input from the English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and all other stakeholders.

Funding

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

Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and site funds are used to support students in all subgroups through professional development, the implementation of intervention programs, purchasing supplementary materials, providing workshops for parents, and any other services as needed.

Fiscal support (EPC)

The school site receives funding through the Local Control Funding Formula, which includes Base and Supplemental/Concentration funds. Leona Cox Community School receives Title I funds. Additionally, the site receives monies from various grants and from the PTA.

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

March 2022: Input from parents, students, and staff through LCAP surveys.
March 2022: Input from students via student survey on ideas to improve school instruction and climate.
April 11, 2022: Input from leadership team leads in regards to team needs
April 14, 2022: Input from School Site Council.
April 28, 2022: Input from parents in ELAC meeting.

Resource Inequities

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

Inequities in materials at home occur within all subgroups with general materials and technology. Funds allocated to purchase 1:1 technology and general supplies for in class and home use. Availability of home support by an adult varies for each child.

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
Kindergarten	66	61	58
Grade 1	52	54	52
Grade 2	65	53	56
Grade3	64	62	51
Grade 4	60	60	67
Grade 5	69	58	58
Grade 6	61	73	55
Total Enrollment	437	421	397

Conclusions based on this data:

1. Student enrollment has continued to decline over the past three years.

2. Hispanic/Latino subgroup has increased from 18/19 to 20/21.

3. African American subgroup has slowly increased over the past three years.

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	106	93	75	24.3%	22.1%	18.9%
Fluent English Proficient (FEP)	38	37	32	8.7%	8.8%	8.1%
Reclassified Fluent English Proficient (RFEP)	12	10	9	9.0%	9.4%	9.7%

Conclusions based on this data:

1. The English Learners population has decreased almost 6% in the last three years.

2. The FEP population has decreased minimally in the last three years.

3. RFEP percentage has not made significant growth in the last three years, although there has been a small improvement.

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 3	64	62	52	62	62	0	62	62	0	96.9	100	0.0
Grade 4	69	55	67	68	55	0	68	55	0	98.6	100	0.0
Grade 5	58	67	60	56	67	0	56	67	0	96.6	100	0.0
Grade 6	69	64	57	69	63	0	69	63	0	100	98.4	0.0
All Grades	260	248	236	255	247	0	255	247	0	98.1	99.6	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 3	2451.	2426.		32.26	30.65		30.65	20.97		25.81	17.74		11.29	30.65	
Grade 4	2487.	2488.		36.76	29.09		20.59	29.09		16.18	18.18		26.47	23.64	
Grade 5	2542.	2532.		37.50	32.84		32.14	29.85		17.86	19.40		12.50	17.91	
Grade 6	2542.	2565.		17.39	34.92		37.68	31.75		31.88	22.22		13.04	11.11	
All Grades	N/A	N/A	N/A	30.59	31.98		30.20	27.94		23.14	19.43		16.08	20.65	

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 3	29.03	22.58		53.23	54.84		17.74	22.58	
Grade 4	33.82	30.91		41.18	50.91		25.00	18.18	
Grade 5	28.57	32.84		57.14	52.24		14.29	14.93	
Grade 6	30.43	34.92		47.83	44.44		21.74	20.63	
All Grades	30.59	30.36		49.41	50.61		20.00	19.03	

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 3	24.19	22.58		56.45	51.61		19.35	25.81	
Grade 4	32.35	23.64		45.59	52.73		22.06	23.64	
Grade 5	46.43	37.31		32.14	47.76		21.43	14.93	
Grade 6	28.99	41.27		49.28	44.44		21.74	14.29	
All Grades	32.55	31.58		46.27	48.99		21.18	19.43	

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 3	32.26	29.03		61.29	54.84		6.45	16.13	
Grade 4	26.47	21.82		60.29	72.73		13.24	5.45	
Grade 5	25.00	29.85		64.29	61.19		10.71	8.96	
Grade 6	21.74	30.16		65.22	63.49		13.04	6.35	
All Grades	26.27	27.94		62.75	62.75		10.98	9.31	

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

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 3	41.94	27.42		50.00	43.55		8.06	29.03	
Grade 4	27.94	23.64		57.35	58.18		14.71	18.18	
Grade 5	41.07	41.79		46.43	37.31		12.50	20.90	
Grade 6	33.33	33.33		52.17	58.73		14.49	7.94	
All Grades	35.69	31.98		51.76	48.99		12.55	19.03	

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. 60.45% of all students in Grades 3-6 scored in "Standards Met" or "Standards Exceeded".

2. The overall scores show to be stagnant.

3. Listening and Research/Inquiry have less than 15% below standard. The highest percentage is in reading with over 22%

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 3	64	62	52	63	62	0	63	62	0	98.4	100	0.0
Grade 4	69	55	67	68	54	0	68	54	0	98.6	98.2	0.0
Grade 5	58	67	60	56	67	0	56	67	0	96.6	100	0.0
Grade 6	69	64	57	69	63	0	69	63	0	100	98.4	0.0
All Grades	260	248	236	256	246	0	256	246	0	98.5	99.2	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 3	2435.	2433.		12.70	17.74		38.10	30.65		33.33	24.19		15.87	27.42	
Grade 4	2470.	2478.		23.53	20.37		19.12	14.81		30.88	48.15		26.47	16.67	
Grade 5	2511.	2496.		28.57	22.39		21.43	13.43		12.50	28.36		37.50	35.82	
Grade 6	2523.	2550.		15.94	31.75		18.84	19.05		39.13	25.40		26.09	23.81	
All Grades	N/A	N/A	N/A	19.92	23.17		24.22	19.51		29.69	30.89		26.17	26.42	

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

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 3	28.57	37.10		46.03	27.42		25.40	35.48	
Grade 4	29.41	29.63		26.47	40.74		44.12	29.63	
Grade 5	41.07	29.85		19.64	22.39		39.29	47.76	
Grade 6	21.74	38.10		46.38	31.75		31.88	30.16	
All Grades	29.69	33.74		35.16	30.08		35.16	36.18	

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 3	28.57	20.97		53.97	50.00		17.46	29.03	
Grade 4	25.00	20.37		36.76	46.30		38.24	33.33	
Grade 5	28.57	20.90		37.50	35.82		33.93	43.28	
Grade 6	14.49	33.33		50.72	39.68		34.78	26.98	
All Grades	23.83	23.98		44.92	42.68		31.25	33.33	

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 3	19.05	27.42		63.49	40.32		17.46	32.26	
Grade 4	26.47	22.22		44.12	53.70		29.41	24.07	
Grade 5	17.86	13.43		50.00	52.24		32.14	34.33	
Grade 6	15.94	28.57		47.83	42.86		36.23	28.57	
All Grades	19.92	22.76		51.17	47.15		28.91	30.08	

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

Conclusions based on this data:

1. 44.14% of all students in Grades 3-6 scored in "Standards Met" or "Standards Exceeded"

2. The overall scores show no growth over the last three years.

3. Concepts and Procedures is the strongest of the claims tested. Communicating Reasoning is the area of greatest improvement needed.

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
K	1442.3	1412.5	*	1457.1	1414.8	*	1407.5	1407.3	*	26	12	8
1	1491.9	1467.9	*	1510.0	1487.1	*	1473.4	1448.2	*	25	15	7
2	1507.2	1492.0	*	1514.2	1493.5	*	1499.7	1490.1	*	22	23	7
3	1517.4	1498.3	1499.7	1520.0	1507.5	1508.3	1514.2	1488.7	1490.9	16	16	15
4	1494.9	1529.0	1506.6	1497.4	1522.4	1505.0	1492.2	1534.8	1507.8	17	12	16
5	*	1544.6	1540.1	*	1533.4	1544.6	*	1555.3	1535.2	*	13	15
6	1541.3	*	*	1519.9	*	*	1562.3	*	*	11	8	7
All Grades										124	99	75

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
K	53.85	8.33	*	*	58.33	*	*	25.00	*	*	8.33	*	26	12	*
1	48.00	13.33	*	*	60.00	*	*	26.67	*	*	0.00	*	25	15	*
2	54.55	30.43	*	*	30.43	*	*	39.13	*		0.00	*	22	23	*
3	*	12.50	20.00	75.00	50.00	33.33	*	31.25	46.67		6.25	0.00	16	16	15
4	*	33.33	12.50	*	50.00	50.00	*	16.67	31.25	*	0.00	6.25	17	12	16
5	*	38.46	33.33	*	38.46	53.33	*	23.08	13.33		0.00	0.00	*	13	15
6	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	43.55	23.23	24.00	36.29	46.46	45.33	12.90	28.28	20.00	*	2.02	10.67	124	99	75

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

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	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
K	61.54	8.33	*	*	58.33	*	*	25.00	*	*	8.33	*	26	12	*
1	72.00	40.00	*	*	46.67	*	*	13.33	*	*	0.00	*	25	15	*
2	77.27	34.78	*	*	43.48	*	*	21.74	*	*	0.00	*	22	23	*
3	*	31.25	33.33	*	50.00	66.67		18.75	0.00		0.00	0.00	16	16	15
4	*	50.00	50.00	*	50.00	25.00	*	0.00	25.00	*	0.00	0.00	17	12	16
5	*	53.85	73.33	*	46.15	26.67	*	0.00	0.00		0.00	0.00	*	13	15
6	*	*	*	*	*	*		*	*	*	*	*	11	*	*
All Grades	62.90	35.35	52.00	25.00	48.48	32.00	*	15.15	12.00	*	1.01	4.00	124	99	75

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

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	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
K	*	8.33	*	*	33.33	*	*	41.67	*	*	16.67	*	26	12	*
1	44.00	0.00	*	*	26.67	*	*	60.00	*	*	13.33	*	25	15	*
2	*	17.39	*	*	26.09	*	*	39.13	*	*	17.39	*	22	23	*
3	*	0.00	6.67	*	18.75	26.67	*	62.50	60.00	*	18.75	6.67	16	16	15
4	*	8.33	0.00	*	33.33	25.00	*	58.33	62.50	*	0.00	12.50	17	12	16
5		15.38	0.00	*	30.77	40.00	*	46.15	46.67		7.69	13.33	*	13	15
6	*	*	*	*	*	*	*	*	*		*	*	11	*	*
All Grades	29.03	9.09	9.33	33.06	28.28	30.67	23.39	49.49	42.67	14.52	13.13	17.33	124	99	75

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
K	69.23	25.00	*	*	50.00	*	*	25.00	*	26	12	*
1	76.00	73.33	*	*	26.67	*	*	0.00	*	25	15	*
2	81.82	21.74	*	*	73.91	*		4.35	*	22	23	*
3	*	12.50	20.00	*	75.00	73.33		12.50	6.67	16	16	15
4	*	50.00	25.00	*	50.00	62.50	*	0.00	12.50	17	12	16
5	*	23.08	33.33	*	76.92	60.00		0.00	6.67	*	13	15
6	*	*	*	*	*	*		*	*	11	*	*
All Grades	62.10	32.32	29.33	33.06	60.61	61.33	*	7.07	9.33	124	99	75

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
K	53.85	0.00	*	*	83.33	*	*	16.67	*	26	12	*
1	56.00	20.00	*	*	80.00	*	*	0.00	*	25	15	*
2	68.18	43.48	*	*	52.17	*	*	4.35	*	22	23	*
3	68.75	68.75	66.67	*	31.25	33.33		0.00	0.00	16	16	15
4	82.35	41.67	50.00	*	58.33	50.00	*	0.00	0.00	17	12	16
5	*	76.92	93.33	*	23.08	6.67		0.00	0.00	*	13	15
6	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	63.71	41.41	60.00	29.84	55.56	36.00	*	3.03	4.00	124	99	75

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Reading Domain Percentage of Students by Domain Performance Level for All 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
K	*	8.33	*	69.23	83.33	*	*	8.33	*	26	12	*
1	48.00	20.00	*	*	66.67	*	*	13.33	*	25	15	*
2	54.55	13.04	*	*	65.22	*	*	21.74	*	22	23	*
3		0.00	0.00	81.25	68.75	53.33	*	31.25	46.67	16	16	15
4	*	25.00	12.50	*	58.33	62.50	*	16.67	25.00	17	12	16
5		38.46	13.33	*	53.85	73.33		7.69	13.33	*	13	15
6	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	29.03	16.16	14.67	50.00	65.66	56.00	20.97	18.18	29.33	124	99	75

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Writing Domain Percentage of Students by Domain Performance Level for All 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
K	46.15	50.00	*	*	33.33	*	*	16.67	*	26	12	*
1	*	0.00	*	*	93.33	*	*	6.67	*	25	15	*
2	*	21.74	*	63.64	60.87	*	*	17.39	*	22	23	*
3	*	0.00	13.33	68.75	87.50	80.00		12.50	6.67	16	16	15
4	*	8.33	6.25	64.71	91.67	87.50	*	0.00	6.25	17	12	16
5	*	15.38	6.67	*	84.62	93.33		0.00	0.00	*	13	15
6	*	*	*	*	*	*		*	*	11	*	*
All Grades	33.87	18.18	12.00	54.84	72.73	76.00	11.29	9.09	12.00	124	99	75

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. Within all domains, percentages of well developed have drop and somewhat/moderately have increased.

2. Written language scores have decreased with fewer passing with a score of 3 or higher.

3. Oral language is a strength.

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**
397	**67.0**	**18.9**	**0.8**
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	75	18.9
Foster Youth	3	0.8
Homeless	2	0.5
Socioeconomically Disadvantaged	266	67.0
Students with Disabilities	42	10.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	25	6.3
American Indian or Alaska Native	1	0.3
Asian	7	1.8
Filipino	19	4.8
Hispanic	261	65.7
Two or More Races	15	3.8
Native Hawaiian or Pacific Islander		
White	67	16.9

Conclusions based on this data:

1. Socio-economically disadvantaged students make up approximately 67% of our student population.

2. Students identified as hispanic make up 65.7% of our student population.

3. 18.9% of our students are identified as English Learners on the home language survey when completed at the time of registration.

School and Student Performance Data
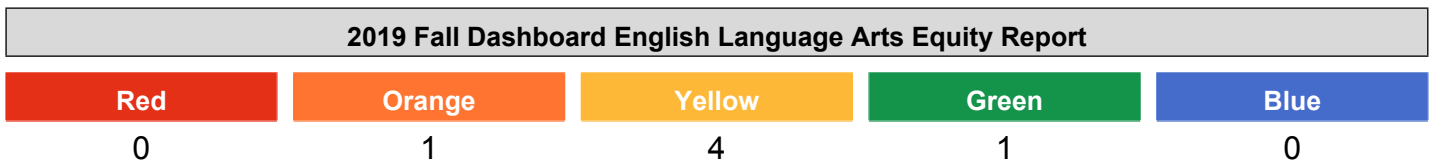
Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Suspension rate is the orange. A positive behavior approach to discipline continues to be a focus utilizing the programs CHAMPS and Capturing Kids' Hearts.

2. Chronic Absenteeism is in the green. Continued monitoring using A2A with letters being sent and attendance meetings with parents.

3. English Language Arts and Math are in the green. English Language Arts is a site and district focus this year.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	4	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
19.4 points above standard	2.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.1 points	Declined -3.1 points	
238	84	2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
0.2 points above standard	6 points above standard	57.6 points below standard
Declined -7.8 points	Declined -5.9 points	Maintained -2.7 points
33	155	36

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
22.1 points above standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.6 points		4	10
12			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
0.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	54.1 points above standard
Declined -7 points	4		Declined -3.3 points
160			48

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
63.8 points below standard	78.7 points above standard	30.2 points above standard
Declined Significantly -17 points	Increased Significantly ++24.1 points	Declined -3.2 points
48	36	147

Conclusions based on this data:

1. African American subgroup significantly increased by 15.6, putting them above standard.

2. Homeless students showed the largest decline in ELA prompting them to be a target sub-group for ELA intervention.

3. Hispanic students declined in ELA scores, prompting them to be a target sub-group for ELA intervention.

School and Student Performance Data

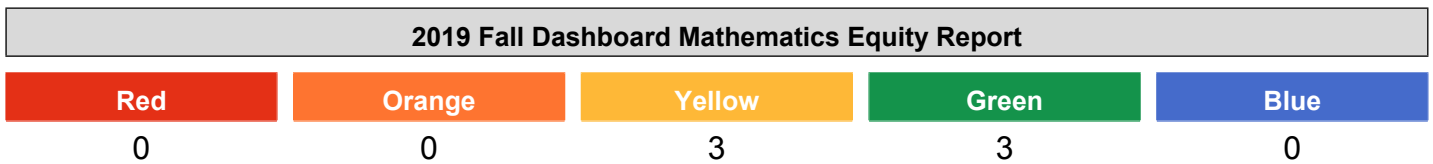## Academic Performance
Mathematics

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	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	3	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
9.8 points below standard	23 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.3 points	Increased Significantly ++15.7 points	2
237	84	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Green	Yellow
22.5 points below standard	22 points below standard	66.3 points below standard
Maintained ++2.3 points	Increased ++3.9 points	Increased ++7.6 points
33	154	36

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
0.4 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++31.3 points		4	10
12			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		Green
27.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy		17.5 points above standard
Increased ++4.4 points	4		Maintained -2.5 points
159			48

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**
65 points below standard	32.9 points above standard	4.3 points below standard
Increased ++13.8 points	Increased Significantly ++25.6 points	Maintained 0 points
48	36	146

Conclusions based on this data:

1. All sub-groups in Math, showed a small amount of growth, but still remain below the standard.

2. English Learners and Socioeconomically disadvantaged students made the greatest gains, but still remain significantly below the average.

3. English Learners showed significant growth, but are scoring still below standard.

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
48.8 making progress towards English language proficiency
Number of EL Students: 84
Performance Level: Medium
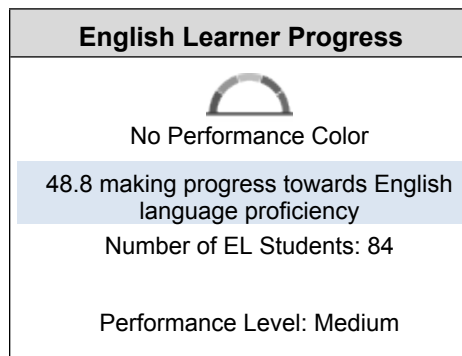
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
23.8	27.3	9.5	39.2

Conclusions based on this data:

1. The percentage of students decreasing or maintaining their EL level far exceeds those that progressed.

2. Writing needs to continue to be a focus for EL students to promote level growth on the ELPAC.

3. A larger number of students are in Level 1-3 compared to Level 4.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

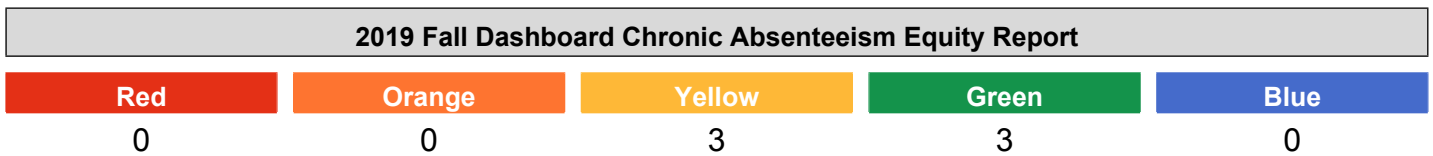## Academic Engagement
Chronic Absenteeism

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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	0	3	3	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
9.6	10	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.2	Declined -6.6	7
468	110	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Yellow
10.5	12.1	11.9
Declined -14.2	Declined Significantly -4	Declined -10
57	305	67

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
18.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +2.1			Declined -10.5
	0	9	
22			17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
10	10	Less than 11 Students - Data Not Displayed for Privacy	8.1
Declined Significantly -4	Increased +10		Declined -2.6
		0	
301	20		99

Conclusions based on this data:

1. Homeless students had a significant decline in attendance.

2. Students with disabilities have declined in attendance.

3. Hispanic students have declined, but are still above average.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
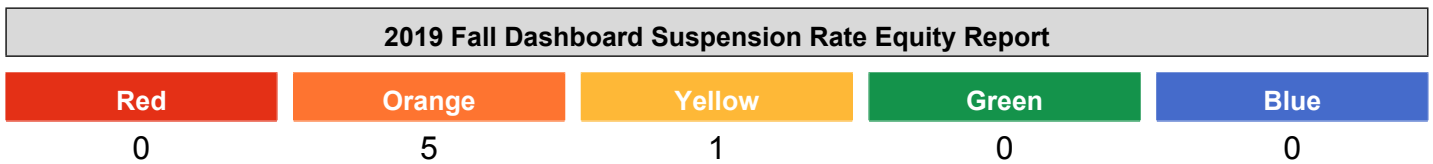## Suspension Rate

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:
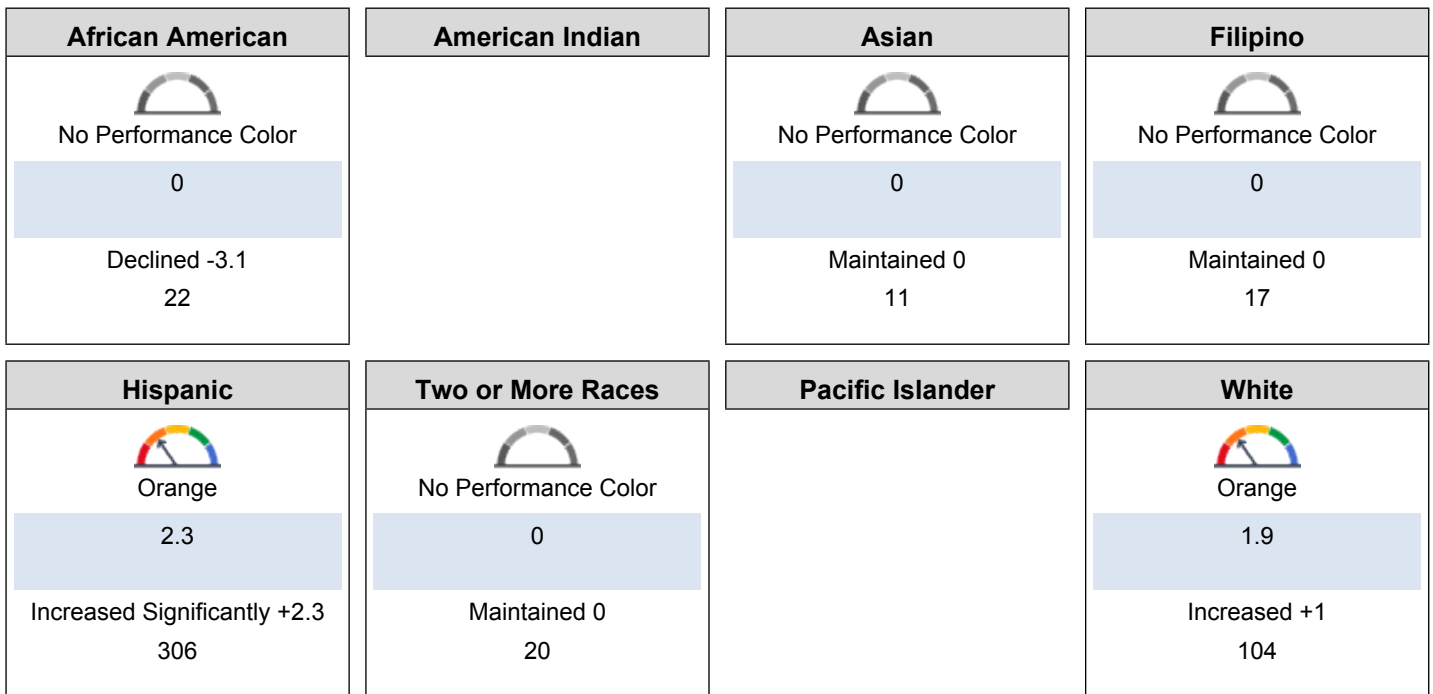
Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	1	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
1.9	0.9	Less than 11 Students - Data Not 7
Increased +1.5	Increased +0.9	
480	114	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Orange
3.4	2.3	2.9
Increased +3.4	Increased +2	Increased +2.9
59	311	68

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
0		0	0
Declined -3.1		Maintained 0	Maintained 0
22		11	17

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color		Orange
2.3	0		1.9
Increased Significantly +2.3	Maintained 0		Increased +1
306	20		104

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	1.9

Conclusions based on this data:

1. Overall, suspensions have improved within all groups.

2. Focus on social emotional learning should continue to be a focus to increase student engagement, leading to less overall suspensions.

3. Homeless students and students with disabilities made the most growth of all sub-groups, but are still in the orange range.

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 Engagement and Involvement

LEA/LCAP Goal

Effective teaching and administration

Goal 1

In order to continue to strengthen student engagement and involvement for all students, including low income students , English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

Identified Need

In the 2022 Renaissance Mid Year Assessment, approximately 36% of 3rd-4th graders scored in proficient levels in Reading, and 46-56% of 5th and 6th graders scoring proficient. In the 2022, Renaissance Math Mid Year Assessment, 33% of students in grades 4-6 scored in proficient levels in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA: Increase proficiency in Reading	3-6th grades scored an average of 46% proficiency on the 2022 Renaissance Mid Year Reading scores.	54% proficient on the 2023 Renaissance Mid Year Reading Assessment.
Math: Increase proficiency in Math	33% proficient on the 2022 Renaissance Mid Year Math scores.	45% proficient on the 2023 Renaissance Mid Year Math Assessment

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

Work with District Office personnel to recruit and retain highly qualified staff using the District's evaluation procedures.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries No Cost

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

Work with the District to provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.

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

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Utilize instructional textbook materials for preschool-6th grade that are aligned in all subject areas: No Cost
13674.89	LCFF-Base 4000-4999: Books And Supplies Provide materials and supplies as needed for supporting universal access to core instruction.
0	District Funded 4000-4999: Books And Supplies District provided monies for classroom overage, combo classes and specialized SPED programs to be used for materials and training to support students. No Cost
2500	LCFF-Base 4000-4999: Books And Supplies Materials to support the office.
0	PTA 5800: Professional/Consulting Services And Operating Expenditures Busing for off campus field trips or on-site field trips per grade level. No cost

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

Implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Maintain safe playgrounds and classrooms in good repair by completing monthly safety walks: No Cost
9000	LCFF-Base 4000-4999: Books And Supplies Purchase custodial supplies for site

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

Leona Cox will maintain noon supervisors to support all students' safety and supervision.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Site classified staff will participate in District required trainings.
1836	LCFF-Base 2000-2999: Classified Personnel Salaries Nine noon supervisors will participate in a one hour noon supervisor meeting every month to better practices outside their regular hours: hourly rate

163.22	LCFF-Base 3000-3999: Employee Benefits Noon supervisors will participate in a one hour noon supervisor meeting every other month to better practices outside their regular hours: benefits

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

All students

Strategy/Activity

Leona Cox will conduct monthly safety drills to support safety for all students and staff.

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

Amount(s)	Source(s)
0	District Funded None Specified Conduct monthly drills, including earthquake, 3-in-1 and Lockdown drills.

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

Leona Cox will proactively engage families of low income, homeless, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, to remove barriers and allow parents to communicate and engage with school staff.

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

Amount(s)	Source(s)
0	District Funded None Specified Site will meet with families in regard to attendance concerns using timeline and letters from A2A.

0	District Funded None Specified Site will post banners in both English and Spanish provided by the District and the PTA.
1000	LCFF-Base 4000-4999: Books And Supplies Distribute attendance incentives for students showing improved or perfect attendance.
1000	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Provide perfect attendance parties to students and classes with perfect attendance

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Unduplicated students

Strategy/Activity

Transportation will be provided to and from Leona Cox for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Site will provide support for parents with signing up for transportation online.

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

All teachers will participate in 3 days of Professional Development in the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

0	District Funded 1000-1999: Certificated Personnel Salaries District Office/Principal

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.

Due to the pandemic, our students did not return to campus until February 2021, which affected our ability to implement many of the strategies and activities effectively during the 2020-2021 school 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.

All students have access to basic supplies while learning from home. Monitoring of attendance posed to be difficult with the modified requirements for showing participation; little growth.

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.

In goal 1, attendance continues to be a focus to support student academic achievement and reduce referrals to formal academic assessments. Transportation was offered to Low Socio-economic, homeless, and foster students to increase student attendance among these subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

Proficiency in reading/language arts
Proficiency in math
Proficiency for high priority students

Goal 2

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

Identified Need

To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners: Reclassifications	In 2021-2022, 14 students were reclassified due to writing scores on the ELPAC and report card.	In 2022-2023, Reclassifications will 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)

Unduplicated students

Strategy/Activity

For English Learners, low income and Foster Youth students who have not demonstrated proficiency and/or are in need of further connection and engagement, professional development for teachers to address academic and social/emotional needs focused on differentiation, use of multiple modalities, ways to utilize technology as well as addressing social/emotional needs of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Provide Professional Development to teachers based off of site surveys during PD Wednesdays to support core instruction and further student learning: no cost
0	District Funded None Specified Provide information to teachers on PD offered by the district: no cost

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

Unduplicated students

Strategy/Activity

To mitigate learning loss, as evidenced by state and local assessments, Leona Cox will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures Provide Orton Gillingham training focused on literacy: no cost
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures PD focusing on ELA intervention available resources , ELA rotations, interventions and their implementation: no cost
0	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Implement Orton Gillingham, Imagine Learning, and IXL for targeted students: no cost

0	District Funded 4000-4999: Books And Supplies Purchase and implement Brain Pop: no cost
3500	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Intervention Materials to support OG and Tier III intervention

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

Unduplicated students

Strategy/Activity

To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, principal will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.

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

Amount(s)	Source(s)
2481.54	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits For Data Digs
16360	Title I 1000-1999: Certificated Personnel Salaries Data Digs (1/2 day per grade level, 5xs per year): Teachers will meet regularly to improve units, create and refine assessments and evaluate data in support of targeted students.
1426.73	Title I 3000-3999: Employee Benefits For Data Digs

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

Unduplicated students

Strategy/Activity

To address students not meeting grade level standards on state and local assessments, Leona Cox will provide staff professional development, conferences, and workshops to support the

educational program in all content areas to address standards based instruction and mitigate learning loss for English Learners, Foster Youth, and Low Income students.

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

Amount(s)	Source(s)
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures Provide Professional Development to teachers based off of site surveys during PD Tuesdays to support core instruction and further student learning: no cost
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures District to provide professional development for all teachers new to their grade level or 1st time teachers. No Cost
5000	LCFF- Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures OG Refresher Class via zoom for all TK-6 teachers

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

English Learners and Low Income students

Strategy/Activity

Leona Cox will provide additional time for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students.

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

Amount(s)	Source(s)
0	District Funded None Specified Teachers will meet regularly to improve instructional units, refine or create assessments, and analyze assessment data to improve direct

	instruction/intervention for ELA: Data Digs see goal #2, strategy#3
0	District Funded None Specified Monitor and analyze long-term EL student progress, focusing on improving instruction to provide increased growth in academic English Language Development: no cost
0	District Funded None Specified Provide opportunities for teachers to observe colleagues differentiating instruction for ELD: No Cost

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

Leona Cox will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Administrators and teachers participate in articulation meetings with William S Hart feeder school to prepare 6th grade students for a successful jr. high transition: no cost
0	District Funded None Specified Administer 7th grade math placement test for current 6th graders: no cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Library tech to support students with AR: choosing books at their level, supporting students to choose appropriate books at their level, and to complete AR tests.

Strategy/Activity

During identified library time, the library tech will work in collaboration with the teacher and student on activities to support the AR program.

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

Amount(s)	Source(s)
0	District Funded None Specified Activities to support AR
2000	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Provide books to update titles in the library.

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

To address the underperformance on state and local assessment, Leona Cox will utilize the teachers on Special Assignment (TOSA) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students.

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

Amount(s)	Source(s)
0	District Funded None Specified Utilize TOSA's to provide coaching and intervention support for teachers to support students at risk: no cost

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

Low income students

Strategy/Activity

To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.

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

Amount(s)	Source(s)
0	District Funded None Specified Provide 8 weeks of fine art classes for all students via zoom focusing on art integration: no cost
12,800	PTA 5800: Professional/Consulting Services And Operating Expenditures Provide 9 months of music 2x/wk for grades TK-6: no cost to site
7891.92	LCFF- Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Provide Fine Arts Lessons and/or Assemblies .

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Leona Cox will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low Income students.

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

Amount(s)	Source(s)
0	District Funded None Specified District to provide technology materials and supplies to support universal access to instruction: no cost
0	District Funded None Specified Provide 1:1 chromebooks for 2-6 and 1:1 iPads for TK-1: no cost
0	District Funded None Specified

	Utilize the devices and provide the support for unduplicated students to access supplementary materials and core curriculum using technology at school and at home as needed: no cost

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

To support equitable access to differentiated instruction and access to online curricular programs, Leona Cox will provide and train a Computer Lab Assistant to support low income students in the use of technology to meet grade level standards.

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

Amount(s)	Source(s)
0	District Funded None Specified Provide schedule for computer tech support in the classrooms: no cost

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

To narrow the opportunity gap of Low income, Foster and English Learners, Leona Cox will maintain a strong early childhood education program that promotes healthy social/emotional development, assists with English language acquisition, and helps to build a strong academic foundation.

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

Amount(s)	Source(s)
0	District Funded None Specified Utilize full day transitional kindergarten to provide access to strong early childhood programs that will strengthen students; social

	and academic skills, especially for unduplicated students: no cost
0	District Funded None Specified Provide an instructional assistant to support students in all UPK and UPK/K classes: no cost

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Special Education preschool students

Strategy/Activity

Provide opportunities for integration for students with special needs into a preschool environment with typically developing peers.

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

Amount(s)	Source(s)
0	District Funded None Specified District will provide an instructional assistant to accompany students when integrating into State Preschool: no cost

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.

All students will have access to 1:1 device to access online components of the curriculum. Fine arts will be implemented in person. Support will be provided for Universal Pre K.

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

Data Digs were completed approximately every 6-8 weeks on teachers' off time in order to analyze data, reflect on teaching practices and develop further intervention. Time was shortened two hours which provided less time for collaboration.

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.

Designated English Language Development time is established and implemented. Intervention is provided in English Language Arts with a focus on English Language Learners for mitigating learning loss. Integration of Special Ed Preschool students increasing number of SPED students transitioning to GenEd for K.

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 Engagement and Involvement

LEA/LCAP Goal

Parents and community

Goal 3

All families and the broader community are welcomed and are partners in supporting the whole child.

Identified Need

In 2021-22, parent participation decreased approximately 95% in the following parent groups: ELAC and DELAC, and approximately 35% in PTA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	98% of all guardians were signed up through Parent Square.	99.5% of all guardians will be signed up for Parent Square.
Parent Participation	In 2021-2022, due to COVID protocols, parent volunteers decreased by 80%	Parent participation increases 50% for all after school events. PTA membership to meet 100%.

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)

English Language Learners

Strategy/Activity

Leona Cox will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.

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)
640	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Site teacher to update school website and schedules once a month: extra duty: 20 hours
141.20	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for certificated extra duty
0	District Funded None Specified Increase on-line communication for parents and community through the use of District/site websites, DOJO and Parent Square: no cost
0	District Funded None Specified Provide parent trainings on accessing District and site websites and resources attached to them; ELAC, PTA, BTSN, and Coffee with the Principal, utilizing Zoom and Parent Square as platforms: no cost
15698.34	Title I 2000-2999: Classified Personnel Salaries Utilize a community liaison to facilitate communications and build positive relationships with families.
5331.16	Title I 3000-3999: Employee Benefits Benefits
0	District Funded None Specified Provide parents with at least monthly communication through a variety of media in both English and Spanish; Parent Square, flyers, notes home, phone calls, classroom or grade-level newsletters, community liaison, Class DOJO, meetings, school website, district website, and emails: no cost.
992.34	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Purchase Nicky Folders for grades Preschool-6th grade to aide in home-school communication.

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

English Language Learners

Strategy/Activity

Leona Cox will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Utilize community liaison to translate documents for the classroom. See Goal 3 Activity 1
1300.00	Title I 2000-2999: Classified Personnel Salaries Hire translators for Parent Conferences, Goal Setting Conferences, and school functions involving parents during and after school.
261	Title I 2000-2999: Classified Personnel Salaries Hire translators for Parent Conferences and Goal Setting Conferences.
111.80	Title I 3000-3999: Employee Benefits Hire translators for school functions involving parents during and after school.
114.08	Title I 3000-3999: Employee Benefits Benefits

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

Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control

Accountability Plan (LCAP), etc.) to further support the educational program for all students especially unduplicated students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1280	LCFF-Base 1000-1999: Certificated Personnel Salaries Teachers present relevant information at PTA, SSC, and ELAC meetings
280.96	LCFF-Base 3000-3999: Employee Benefits Benefits
170	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Present relevant information at PTA, SSC, and ELAC meeting
14.62	LCFF-Base 3000-3999: Employee Benefits Benefits
0	District Funded None Specified Include District events in weekly Parent Square messages and call parents individually to invite them to site and District events: no cost
0	District Funded None Specified Office staff will be available to provide information and support for AERIES Parent Portal, Parent Square and student passwords to District provided technology resources and apps: no cost
0	District Funded None Specified Computer, chromebooks, and iPads are made available to parents before, during and after school for parents to access Aeries Parent Portal, Parent Square and District supported resources: no cost
0	District Funded None Specified Trainings on Aeries Parent Portal will be available during ELAC, PTA meetings, and Coffee with the Principal: no cost

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

To assure low income students have awareness and access to community services, Leona Cox in collaboration with the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. Leona Cox and the District will continue to partner with William S Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Coordinate the 6th grade field trip to Junior High feeder schools: no cost
0	District Funded None Specified Invite William S Hart USD feeder schools to collaborate with families in preparation for successful junior high school transitions during Open House: no cost
0	District Funded None Specified Inform our families in both English and Spanish of the opportunity to participate in the Student and Family Wellness Collaborative: no cost
0	District Funded 5000-5999: Services And Other Operating Expenditures District to provide transportation for families in need to attend the Many Families, One Community event.

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.

Due to the limitations in protocols, it affected our ability to implement many of the strategies and activities effectively during the 2021-2022 school 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.

With all parent meetings occurring on zoom, limited participation of parent groups were seen: No DELAC rep, decrease in ELAC participation by 95%, PTA membership increased, but onsite participation decreased.

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.

Renewed focus on parent engagement within the school community: monthly Coffee with the Principal, direct contact with all EL families through community liaison on a frequent basis, establishing DELAC rep, increased PTA membership, implementing room parent support to bring in more family participation, increase restaurant nights.

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

Supporting the Whole Child

LEA/LCAP Goal

Effective teaching and administration

Goal 4

All students, including low income, English Learners and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Identified Need

Provide a safe and nurturing learning environment for all students, reducing student discipline referrals and increasing attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student attendance	In 2021-22, attendance was 93% on average per month.	Increase of average per month attendance by 5%.
Decrease suspensions	In 2021-22, there were 39 suspensions, or 1% of the enrollment.	Reduce the number of suspension by 30, or 0.08 of the enrollment.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.

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)

Amount(s)	Source(s)
0	District Funded None Specified Give all students the LCAP Survey: no cost
1000	LCFF-Base 4000-4999: Books And Supplies Provide Health Supplies
500	LCFF-Base 4000-4999: Books And Supplies Provide awards and celebrations or Super Achievers, Cougar CHAMPS, Student Council, AR, etc. Estrella Awards and Cafeteria incentives.
100	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Incentives for CAASPP attendance and perseverance

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Low income students

Strategy/Activity

To remove barriers for low income students from accessing their academic program, the district will provide counseling to support social/emotional wellness and academic success in school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Teachers will discuss social/emotional needs of students during Tier I meetings.
625	LCFF-Base 1000-1999: Certificated Personnel Salaries Hold Marathon III meetings to identify students whose behavior or academic progress requiring further assessment or action.
137.20	LCFF-Base 3000-3999: Employee Benefits Benefits
0	District Funded None Specified

	Provide teachers with referral process paperwork for counseling and Tier process for at-risk students: no cost
18000.89	Title I 1000-1999: Certificated Personnel Salaries Provide 20% time social worker to support small group counseling for identified students to support their social and academic success in school.
5999.11	LCFF-Base 3000-3999: Employee Benefits Provide 20% social worker to support small group counseling for identified students to support their social and academic success in school.
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures Provide 20% social worker to support small group counseling for identified students.

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

All students

Strategy/Activity

To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist low income students in regular and special education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit teachers and students.

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

Amount(s)	Source(s)
0	District Funded None Specified Utilize behavioral intervention specialist and behavioral intervention assistants at the District level to support students in regular and special education classes to support student connectedness and access to the core curriculum: no cost
0	District Funded None Specified

	Meet frequently with the Behavior Intervention Supervisor to monitor progress of students receiving support: no cost
0	District Funded None Specified Provide training opportunities to staff on behavior intervention strategies: no cost
0	District Funded None Specified Provide matriculation meetings with Behavior Intervention Specialist, admin, teacher and parent to discuss BSPs for incoming students: no cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Unduplicated students

Strategy/Activity

To address barriers that limit low income, foster youth, and homeless students from receiving full benefit from their educational experience, the District will provide a District Social Worker and support personnel to provide comprehensive services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Work with school social worker to support students and families: no cost
0	District Funded None Specified Provide information to parents about resources available to them through the District's social worker to support students and families: no cost
0	District Funded None Specified Provide information to families about Family Resource Center: no cost

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

To support student connectedness and build positive relationships at the school site, Leona Cox will provide academic and behavior programs that promote student engagement for low income students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified CHAMPS and Capturing Kids' Hearts components will be promoted and taught in all classrooms throughout the school year: no cost
0	District Funded None Specified Students who demonstrate CKH characteristics will be recognized at school spirit assemblies, LCN Monday Minutes, school celebrations, and Parent Square announcements: no cost
0	District Funded None Specified Establish school-wide discipline policy and process focusing on CHAMPS and CKH as its basis: no cost
0	District Funded None Specified Provide staff development opportunities to facilitate implementation of positive school-wide discipline: CHAMPS and CKH during PD Wednesdays.
832	LCFF-Base 2000-2999: Classified Personnel Salaries Implement a cafeteria incentive to reduce noise level based on CHAMPS and provide 10 extra minutes of lunch recess for all classes who earn 95% of possible stars for the month.
0	District Funded None Specified 4th-6th grade will participate in the Santa Clarita DFYIT Program: no cost
0	District Funded None Specified 6th grade students will participate in Tobacco Use Prevention Education (TUPE): no cost

0	District Funded None Specified Provide Digital Citizenship training for students and staff as outlined in the Social Media Board Policy to keep everyone safe while online.
2380	LCFF- Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Provide CKH Leadership training for 5th and 6th grade teachers, and workbooks for all 5th-6th grade students to support SEL

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

To support student engagement and connectedness, schools will promote a positive school climate to foster youth development and academic 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.

Amount(s)	Source(s)
0	District Funded None Specified Provide LCAP Parent Survey during Spring Conferences via iPads and chromebooks: no cost

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.

Due to the pandemic, students returned with varying levels of social emotional needs affecting the continued reduction seen in maladaptive behaviors and suspensions.

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

Counseling was provided to students in need with an increase in the number of those seen by 3. BIA support was provided to support General Education students and teachers. Social worker provided families with needed resources, as well as with monitoring attendance.

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.

Increase in counseling services to address new Social Emotional needs that have emerged from the pandemic. An addition of two social workers, 20% each and BIA support implemented to support student behaviors. District Social worker used to support Social Emotional Learning needs for students struggling with behaviors developed during the pandemic. All low performing students provided access to intervention platforms.

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$136,544.00

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	$58,604.00

Subtotal of additional federal funds included for this school: $58,604.00

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 ($)
District Funded	$0.00
LCFF- Supplemental/Concentration	$26,297.00
LCFF-Base	$38,843.00
PTA	$12,800.00

Subtotal of state or local funds included for this school: $77,940.00

Total of federal, state, and/or local funds for this school: $136,544.00

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	38,843	0.00
LCFF- Supplemental/Concentration	26297	0.00
Title I	58604	0.00
PTA	0	-12,800.00
Misc. Grants	909	909.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental/Concentration	26,297.00
LCFF-Base	38,843.00
PTA	12,800.00
Title I	58,604.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	36,905.89
2000-2999: Classified Personnel Salaries	20,097.34
3000-3999: Employee Benefits	16,201.62
4000-4999: Books And Supplies	35,267.23
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	28,071.92
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	640.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	170.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	2,622.74
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	7,592.34
5800: Professional/Consulting Services And Operating Expenditures	LCFF- Supplemental/Concentration	15,271.92
1000-1999: Certificated Personnel Salaries	LCFF-Base	1,905.00
2000-2999: Classified Personnel Salaries	LCFF-Base	2,668.00
3000-3999: Employee Benefits	LCFF-Base	6,595.11
4000-4999: Books And Supplies	LCFF-Base	27,674.89
5800: Professional/Consulting Services And Operating Expenditures	PTA	12,800.00
1000-1999: Certificated Personnel Salaries	Title I	34,360.89
2000-2999: Classified Personnel Salaries	Title I	17,259.34
3000-3999: Employee Benefits	Title I	6,983.77

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,174.11
Goal 2	51,460.19
Goal 3	26,335.50

Goal 4	29,574.20

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

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Bristol Murray, PTA President/Classified Staff	Other School Staff Parent or Community Member
Kathleen Perez, PTA/Classified	Other School Staff Parent or Community Member
Jessica Walter, Parent	Parent or Community Member
Debbie Gilkey, Teacher	Classroom Teacher
Katie Gutowski, Teacher	Classroom Teacher Parent or Community Member
Liudmila Chernyh, Parent/Classified	Other School Staff Parent or Community Member
Christina Crase, Teacher	Classroom Teacher
Valarie Tyler Mims, Teacher	Classroom Teacher
Karen Cowhick, Classified	Other School Staff
Heather Drew, Principal	Principal
	Other School Staff

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.

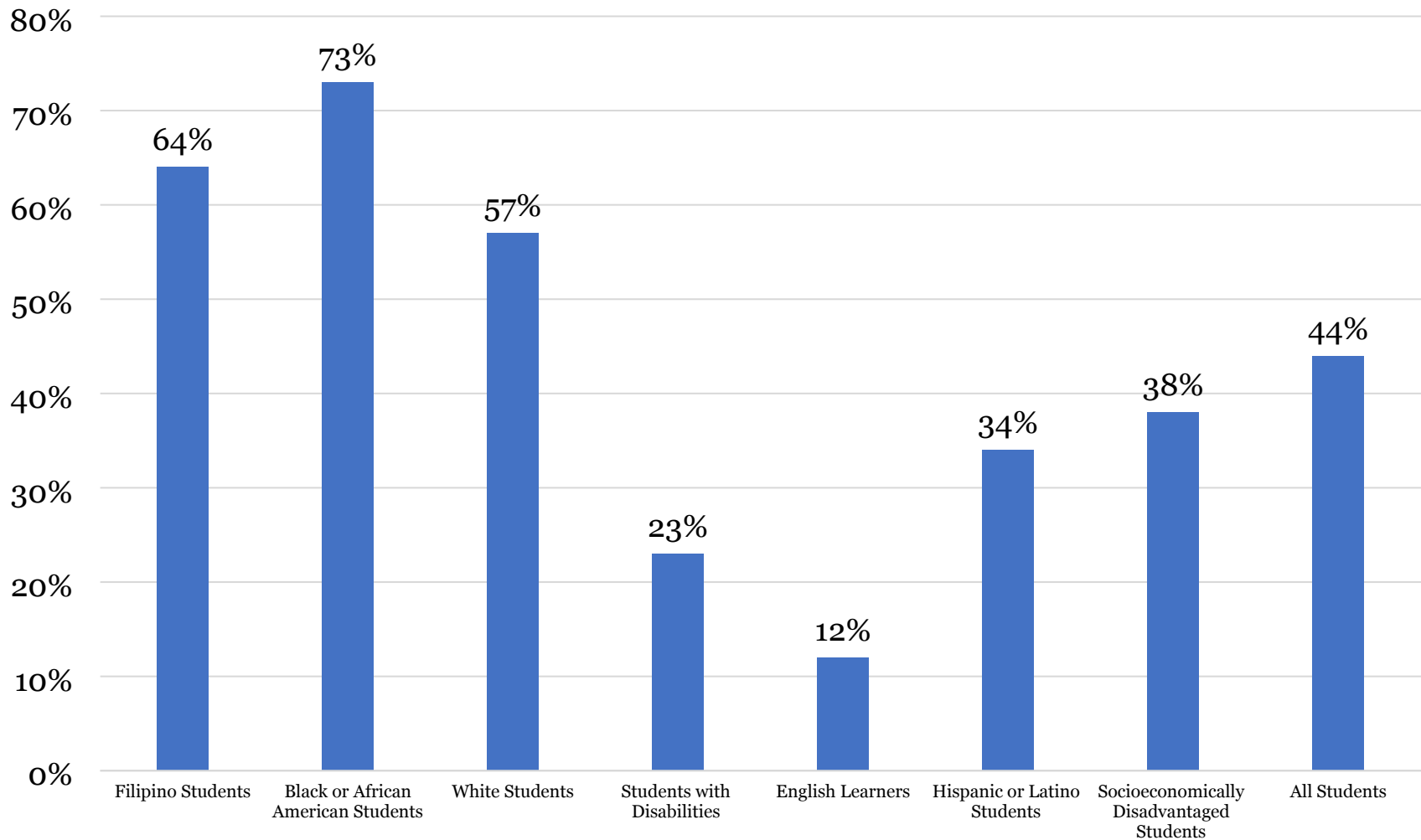This SPSA was adopted by the SSC at a public meeting on April 14, 2022.

Attested:

Mrs. Heather Drew	Principal, Mrs. Heather Drew on May 9, 2022
Tiffany Desai	SSC Chairperson, Tiffany Desgroseillers on May 9, 2022

Appendix:

Leona Cox Community School

End of Year
STAR Renaissance
ELA and Math Data 2021

Leona Cox ELA STAR
Percent At Or Above Grade Level

Leona Cox STAR Math
Percent At Or Above Grade Level