

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Anderson Valley Elementary School	2365540	3/10/2021	April 13, 2021

Purpose and Description

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

Schoolwide Program

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

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

The school's plan is directly aligned to the LCAP. This plan has pulled specific goals from the LCAP to document categorical funding.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

(Based on 2019-2020 LCAP Goals/Actions Development due to COVID-19 Pandemic)

Input from ELAC:

- Increase communication about school options, programs and opportunities, particularly families in our attendance area who are opting to attend school in other districts, to decrease barriers for enrollment in AVUSD.
- Continue interventions for students, particularly in English Language Development
- Continue parent leadership training and opportunities through the adult school to better understand and be involved at school
- Expand technology training for parents, especially the Aeries Parent Portal
- Continue the English Language Development program, known as Accelerated English
- Continue to monitor RFEP students and provide mentoring to students and coaching to teachers
- Expand parent and community engagement
- Increase opportunities for all students to develop Spanish reading skills
- Increase English and Spanish literacy and technology classes for parents through the adult school

Input from Anderson Valley Elementary School Leadership Team and Staff indicated the following priorities

- Continue to implement Accelerated English
- Refine the master schedule to allow English Language Arts to be taught at the same time throughout the grade span to allow for increased differentiation
- Continue differentiation model
- Expand the use of data to drive differentiation
- Expand language academy so all interested students can learn to read, speak and write in Spanish.
- Continue building on After School Program Enrichment offerings
- Secure a full-time librarian
- Develop a year at a glance strategic plan
- Continue to support alternative programs such as preschool all-day services and K-6 independent study program
- Recruit and retain qualified certificated and classified staff
- Continue offering primary reading instruction in k-2
- Add Accelerated Math to assess students
- Increase project-based learning opportunities for all students
- Continue to support Chromebook access for all students

Classroom Observations

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

The principal conducts formal observations at least twice a year for probationary teachers and every 2 years for tenured teachers. The principal also conducts informal "pop in" observations throughout the year in all classrooms. (This was done virtually for the 2020-2021 school year)

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)

We use the results of the CAASPP and local assessments to inform priorities and goals. LCAP related actions: (LCAP 1.10) Data Analysis: At AVES, Classroom teachers use release time to set benchmarks and score student work. Response to Intervention teams to review grade appropriate data and determine appropriate placement for student intervention for math and ELA. At AVHS, ELA teachers use release days to set writing benchmark goals and score student work. Tier II MTSS team to meet to review universal screener data and calculate appropriate placements for student intervention classes.

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

(LCAP 1.28) Universal screener: AVES: Use AR/STAR as a universal screener for ELA and Math k-6 to support identifying students needing reading intervention and to provide curriculum to students needing Tier 2 support in ELA. AVHS: Use MAP as a universal screener for ELA and Math 7-12 for AVHS English Language Assessments to support identifying students needing reading intervention and to provide curriculum to students needing Tier 2 support in ELA.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently 100% of our teachers are considered highly qualified. We attract high quality highly-qualified teacher to high needs school by working with our local university program.

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

Currently, 100% of our teachers are credentialed and professional development is provided to meet the needs of all staff members, especially in the area of the new Common Core Standards. LCAP related actions:(LCAP 1.1): Professional Development: AVES uses Professional Learning Communities (PLCs) which allow teachers the ability to work collaboratively in recurring cycles of collective inquiry and action research to improve student achievement.

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

Staff Development is aligned to content standards and professional needs. (LCAP 1.3) Mathematics: AVES uses Go Math curriculum for grades K-6. No additional materials are needed. No additional training is needed. At AVES, teachers and the principals meet two times monthly to collaborate on curriculum and instruction needs. Teachers meet in K-3 groups with an assigned teacher leader and 4 - 6 with an assigned teacher leader to review data and make informed decisions to improve curriculum and instruction school-wide. At AVHS, teachers and the principal meet weekly for 1.5 hours to collaborate on curriculum and instruction needs. Teachers meet in groups and in departments to review data and make informed decisions to improve curriculum and instruction school-wide.

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

Instructional assistance and support for teachers are provided on an as-needed basis. (LCAP 1.8) Technology: Classroom technology will continue to be updated, will provide updated computers for blended learning, improved science equipment, and increased technology access for CAASPP. (LCAP 1.9) Online Instructional Opportunities: At AVES, to use online instructional opportunities: AR/STAR, Go Math/ThinkCentral, ST Math, Google Classroom, Wonders, Rosetta Stone, Type to Learn, Education City, Duolingo, Mystery Science, and Follett for the library. At AVHS, to use ALEKS 7-12, Follett, and Silicone Valley High Credit Retrieval.

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

Grade level collaboration time is provided to all teachers throughout the school year through the use of minimum release days, substitute release time, and paid after-school opportunities. (LCAP 1.7) Collaboration Time: At AVES, teachers and the principals meet two times monthly to collaborate on curriculum and instruction needs. Teachers meet in K-3 groups with an assigned teacher leader and 4 - 6 with an assigned teacher leader to review data and make informed decisions to improve curriculum and instruction school wide. At AVHS, teachers and the principal meet weekly for 1.5 hours to collaborate on curriculum and instruction needs. Teachers meet in groups and in departments to review data and make informed decisions to improve curriculum and instruction school wide.

Teaching and Learning

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

All textbooks series adopted by the district have been approved by the State Board of Education or district board of education. Supplementary materials are utilized to further enhance instruction of the grade level standards. Weekly lesson plans focus on identifying the standards and student learning goals toward those standards at each grade level. Currently all math and language arts curriculum is aligned to the Common Core Standards.

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

We adhere to or exceed the recommended instructional minutes for reading/language arts and mathematics.

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

We have developed a pacing schedule that helps to meet the needs of intervention activities. We currently are using online programs as a means to improve academic success for students at their own pace.

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

All students have access to standards-based instructional materials appropriate to all student groups. In addition, each classroom has a large supply of classroom library books and supplementary materials to support instruction of students.

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

We use SBE adopted and standards-based materials.

Opportunity and Equal Educational Access

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

(The following items were conducted virtually or adapted to support learners virtually during the 2020-2021 school year)

We provided services to students that enable underperforming students to meet standards. (LCAP 1.11) Academic Support: RTI academic supports will continue to strengthen fundamental skills and language proficiency with effective strategies to increase independent reading. Tier 1 interventions will be defined, trained and offered in-class, as well as tier 2 and 3 interventions. AVES assistants will provide tier 1 and 2 supports. (LCAP 1.2) Librarian: AVES library is staffed by classified staff and supports Accelerated Reader and nonfiction reading to students. In addition, this position supports students by assisting with text selection and targeted promotion of reading. The librarian provides stories read aloud to small groups of students throughout the day. Several reading incentives have been promoted school-wide to encourage increased reading activities. English Language Development: Direct Small Group Reading Instruction: Utilize two teachers at 17% of their FTE to provide direct small group reading instruction in students' primary language as a daily push in model for 1st grade and 2nd-grade students. Bilingual Education: Continue two-way bilingual Spanish/English program district-wide. In grades K-6, offer programs to promote acquisition and use of both languages, Transitional Bilingual learning is provided by two BCLAD teachers for students in grades K-2. Offer Spanish classes to grades 7-12 through Mendocino College and AVUSD.

Evidence-based educational practices to raise student achievement

Through inquiry and collaboration our school determines the best research-based educational practices to use in the classroom. Currently this includes: MTSS, PBIS, iLit, Universal Screener, RTI

Parental Engagement

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

We provide parent conferences, workshops, communications and school events to families to help assist under-achieving students.

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

Parents, community representatives, classroom teachers, and other school personnel are encouraged to be members of site council, and other important committees. Each of these committees are instrumental in evaluating ConApp programs.

Funding

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

The following items are provided by categorical funds to help enable under-performing students meet the standards:

- Professional Development
- Online Instructional Opportunities
- Academic Support
- EL Coordinator
- After School Tutoring
- Support Classes
- Bilingual Education
- Teacher Subs
- PBIS
- Clubs
- Mental Health Support

Fiscal support (EPC)

All of the above programs are provided through site categorical funding. The goals of the site plan are aligned to the goals of the LCAP allowing for districtwide fiscal support of all goals.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The LCAP and SPSA must be aligned. Goals and actions in this SPSA are determined by the LCAP process through data analysis, research-based practices, and input from staff, parents, students, and community members. Detailed information on the stakeholder involvement process can be found in the LCAP stakeholder engagement section. Our LCAP plan has undergone a rigorous process for development, review and approval by parents, staff, board of directors. Parent, student, staff and community surveys and meeting notes are analyzed at length. Exact language from the LCAP is used throughout the Site Plan.

Expenditures for Title I, II, III, IV, and VI are detailed in this plan and are used for LCAP action items that will improve academic performance and support struggling students are the areas of focus for this particular report. Site Council met to review these expenditures and ensure these items will help to improve student achievement at our school site. Site council also reviewed the entire report for approval.

Elementary School Stakeholder Meetings

- Staff meetings held every every other week. Grade level meetings were held on opposite weeks.
- Peachland Preschool Parent Advisory Group
- Anderson Creek Independent Study Program Parent Advisory Group
- Student Council meetings
- PTAV Meetings

- School Site Council
- Parent Teacher Conferences were held with all parents
- English Language Learner Group Meetings

Community Wide Meetings:

- Unity Club
- Anderson Valley Education Foundation
- District-wide Special Ed meetings were held monthly

Other Communications

- Facebook
- Websites
- Aeries School Loop
- Parent, Teacher and Student Surveys

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.14%	0.79%	1.28%	3	2	3
African American	0.76%	0.79%	0.85%	2	2	2
Asian	0.76%	0.79%	0.85%	2	2	2
Filipino	%	%	0%			0
Hispanic/Latino	75.76%	75.59%	71.91%	200	192	169
Pacific Islander	%	%	0%			0
White	20.83%	21.65%	24.68%	55	55	58
Multiple/No Response	0.76%	0.39%	0.43%	2	1	0
Total Enrollment				264	254	235

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	41	32	24
Grade 1	39	37	27
Grade 2	38	36	37
Grade3	30	43	38
Grade 4	38	28	39
Grade 5	38	38	28
Grade 6	40	40	42
Total Enrollment	264	254	235

Conclusions based on this data:

1. We have had a slight decrease in Hispanic/Latino students and a small increase in White students.
2. Overall enrollment for K-6 has declined over a 3 year period.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	170	159	103	64.4%	62.6%	43.8%
Fluent English Proficient (FEP)	10	11	46	3.8%	4.3%	19.6%
Reclassified Fluent English Proficient (RFEP)	6	18	39	3.4%	10.6%	24.5%

Conclusions based on this data:

1. We had a higher percentage of students who were reclassified last year, causing a decrease in the percentage of English Learners
2. We also had a significant increase in the percentage of students considered FEP.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38	33	40	35	28	39	35	28	39	92.1	84.8	97.5
Grade 4	40	38	30	37	38	29	37	38	29	92.5	100	96.7
Grade 5	37	40	42	37	36	39	37	36	39	100	90	92.9
Grade 6	50	42	38	47	41	38	47	41	38	94	97.6	100
All	165	153	150	156	143	145	156	143	145	94.5	93.5	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2407.	2450.	2378.	14.29	25.00	12.82	17.14	28.57	12.82	45.71	35.71	30.77	22.86	10.71	43.59
Grade 4	2406.	2451.	2478.	10.81	15.79	17.24	16.22	23.68	34.48	16.22	31.58	31.03	56.76	28.95	17.24
Grade 5	2532.	2493.	2499.	32.43	11.11	10.26	24.32	41.67	38.46	27.03	19.44	33.33	16.22	27.78	17.95
Grade 6	2492.	2565.	2497.	4.26	26.83	10.53	34.04	43.90	26.32	40.43	19.51	28.95	21.28	9.76	34.21
All Grades	N/A	N/A	N/A	14.74	19.58	12.41	23.72	34.97	27.59	32.69	25.87	31.03	28.85	19.58	28.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.14	21.43	12.82	45.71	67.86	43.59	37.14	10.71	43.59
Grade 4	10.81	18.42	24.14	40.54	47.37	62.07	48.65	34.21	13.79
Grade 5	32.43	16.67	25.64	54.05	55.56	51.28	13.51	27.78	23.08
Grade 6	6.38	34.15	18.42	57.45	48.78	36.84	36.17	17.07	44.74
All Grades	16.03	23.08	20.00	50.00	53.85	47.59	33.97	23.08	32.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.29	32.14	7.69	51.43	46.43	46.15	34.29	21.43	46.15
Grade 4	5.41	15.79	13.79	45.95	52.63	72.41	48.65	31.58	13.79
Grade 5	27.03	5.56	20.51	59.46	63.89	41.03	13.51	30.56	38.46
Grade 6	6.38	36.59	10.53	53.19	51.22	55.26	40.43	12.20	34.21
All Grades	12.82	22.38	13.10	52.56	53.85	52.41	34.62	23.78	34.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.14	14.29	10.26	65.71	82.14	56.41	17.14	3.57	33.33
Grade 4	8.11	7.89	17.24	54.05	73.68	79.31	37.84	18.42	3.45
Grade 5	29.73	8.33	17.95	56.76	77.78	58.97	13.51	13.89	23.08
Grade 6	12.77	31.71	10.53	70.21	51.22	65.79	17.02	17.07	23.68
All Grades	16.67	16.08	13.79	62.18	69.93	64.14	21.15	13.99	22.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.14	28.57	10.26	65.71	53.57	51.28	17.14	17.86	38.46
Grade 4	13.51	13.16	17.24	40.54	68.42	58.62	45.95	18.42	24.14
Grade 5	29.73	33.33	17.95	59.46	41.67	71.79	10.81	25.00	10.26
Grade 6	12.77	43.90	23.68	61.70	46.34	47.37	25.53	9.76	28.95
All Grades	17.95	30.07	17.24	57.05	52.45	57.24	25.00	17.48	25.52

Conclusions based on this data:

1. For two out of the three years we did not meet the 95% participation rate. However, the participation rate did improve for 18-19. 40% of student met or exceeded the standard.
2. Writing has the highest percent of students at the below standard level compared to all claim areas. The percent of students below standard in Reading increased. Notably, 3rd grade students who were reading below standard was at 46%
3. Research/Inquiry has the highest percent of students at the above standard level.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38	33	40	36	31	40	36	31	40	94.7	93.9	100
Grade 4	40	38	30	37	38	29	37	38	29	92.5	100	96.7
Grade 5	37	40	42	37	39	40	37	39	40	100	97.5	95.2
Grade 6	50	42	38	47	41	38	47	41	38	94	97.6	100
All	165	153	150	157	149	147	157	149	147	95.2	97.4	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2397.	2423.	2386.	2.78	9.68	5.00	25.00	38.71	25.00	30.56	25.81	25.00	41.67	25.81	45.00
Grade 4	2428.	2456.	2466.	0.00	7.89	10.34	16.22	23.68	31.03	48.65	47.37	41.38	35.14	21.05	17.24
Grade 5	2519.	2476.	2479.	21.62	7.69	7.50	24.32	12.82	12.50	29.73	46.15	45.00	24.32	33.33	35.00
Grade 6	2480.	2539.	2486.	4.26	17.07	2.63	10.64	29.27	23.68	48.94	31.71	34.21	36.17	21.95	39.47
All Grades	N/A	N/A	N/A	7.01	10.74	6.12	18.47	25.50	22.45	40.13	38.26	36.05	34.39	25.50	35.37

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.89	29.03	10.00	36.11	41.94	40.00	50.00	29.03	50.00
Grade 4	5.41	18.42	17.24	37.84	42.11	37.93	56.76	39.47	44.83
Grade 5	27.03	10.26	7.50	48.65	48.72	40.00	24.32	41.03	52.50
Grade 6	6.38	26.83	10.53	42.55	41.46	34.21	51.06	31.71	55.26
All Grades	12.74	20.81	10.88	41.40	43.62	38.10	45.86	35.57	51.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.56	22.58	7.50	61.11	41.94	52.50	33.33	35.48	40.00
Grade 4	0.00	15.79	17.24	54.05	60.53	58.62	45.95	23.68	24.14
Grade 5	24.32	7.69	7.50	40.54	53.85	60.00	35.14	38.46	32.50
Grade 6	4.26	19.51	7.89	57.45	60.98	44.74	38.30	19.51	47.37
All Grades	8.28	16.11	9.52	53.50	55.03	53.74	38.22	28.86	36.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.78	16.13	7.50	55.56	58.06	37.50	41.67	25.81	55.00
Grade 4	2.70	18.42	13.79	59.46	50.00	62.07	37.84	31.58	24.14
Grade 5	24.32	7.69	5.00	48.65	51.28	62.50	27.03	41.03	32.50
Grade 6	4.26	19.51	7.89	55.32	51.22	44.74	40.43	29.27	47.37
All Grades	8.28	15.44	8.16	54.78	52.35	51.02	36.94	32.21	40.82

Conclusions based on this data:

1. The overall participation rate for students in grades 3-6 has remained above 95% for all three years. 29% of students met or exceeded the standard.
2. Of all the claim areas, the highest percentage of students who were at the "below standard" level was in Concepts and Procedures.
3. The highest percentage of students who were at the "above standard" level was in Concepts and Procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1388.4	1360.9	1393.3	1359.8	1377.0	1363.4	21	19
Grade 1	1465.2	1426.5	1470.9	1427.6	1459.0	1424.9	21	19
Grade 2	1505.0	1507.1	1501.5	1521.0	1508.2	1492.7	29	17
Grade 3	1509.8	1505.2	1524.9	1503.3	1494.3	1506.6	24	27
Grade 4	1524.8	1566.0	1532.6	1562.7	1516.4	1568.7	26	18
Grade 5	1516.5	1561.1	1495.3	1562.8	1537.3	1559.0	22	26
Grade 6	1341.5	1534.4	1532.4	1534.2	1150.0	1534.0	11	21
All Grades							154	147

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	31.58	*	31.58	*	36.84	21	19
1	*	0.00	57.14	36.84	*	42.11		21.05	21	19
2	62.07	23.53	*	64.71	*	11.76	*	0.00	29	17
3	*	25.93	*	48.15	*	22.22	*	3.70	24	27
4	*	61.11	53.85	38.89	*	0.00	*	0.00	26	18
5	*	61.54	*	23.08	*	7.69	*	7.69	22	26
6		14.29		57.14		23.81	100.00	4.76	11	21
All Grades	34.42	27.89	38.31	42.18	11.04	19.73	16.23	10.20	154	147

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	31.58	*	31.58	*	36.84	21	19
1	52.38	0.00	*	42.11	*	36.84		21.05	21	19
2	75.86	58.82	*	35.29		5.88	*	0.00	29	17
3	70.83	44.44	*	40.74	*	7.41	*	7.41	24	27
4	69.23	72.22	*	27.78		0.00	*	0.00	26	18
5	*	65.38	*	19.23		7.69	*	7.69	22	26
6	*	47.62	*	47.62		0.00	*	4.76	11	21
All Grades	58.44	42.18	23.38	34.69	*	12.24	13.64	10.88	154	147

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	52.38	10.53	*	52.63	*	36.84	21	19	
1	57.14	31.58	*	57.89	*	10.53	21	19	
2	75.86	47.06	*	52.94		0.00	29	17	
3	50.00	22.22	*	70.37	*	7.41	24	27	
4	65.38	66.67	*	33.33	*	0.00	26	18	
5	72.73	30.77	*	61.54	*	7.69	22	26	
6	*	19.05	*	76.19	*	4.76	11	21	
All Grades	63.64	31.29	26.62	59.18	9.74	9.52	154	147	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	0.00	*	57.89	*	42.11	21	19	
1	*	0.00	57.14	68.42		31.58	21	19	
2	75.86	64.71	*	35.29	*	0.00	29	17	
3	83.33	70.37	*	25.93	*	3.70	24	27	
4	80.77	66.67	*	33.33	*	0.00	26	18	
5	*	73.08	*	11.54	*	15.38	22	26	
6	*	66.67	*	28.57	*	4.76	11	21	
All Grades	62.34	51.02	24.03	35.37	13.64	13.61	154	147	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	78.95	*	21.05	21	19
1	*	15.79	52.38	52.63	*	31.58	21	19
2	58.62	0.00	*	100.00	*	0.00	29	17
3	*	7.41	62.50	66.67	*	25.93	24	27
4	*	50.00	73.08	44.44	*	5.56	26	18
5	50.00	34.62	*	57.69	*	7.69	22	26
6		14.29		28.57	100.00	57.14	11	21
All Grades	29.22	17.69	46.10	60.54	24.68	21.77	154	147

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	21.05	*	57.89	*	21.05	21	19
1	*	0.00	85.71	73.68		26.32	21	19
2	*	5.88	65.52	94.12	*	0.00	29	17
3	*	18.52	45.83	74.07	*	7.41	24	27
4	*	44.44	57.69	50.00	*	5.56	26	18
5	*	19.23	*	73.08	*	7.69	22	26
6		28.57		66.67	100.00	4.76	11	21
All Grades	31.82	19.73	53.90	70.07	14.29	10.20	154	147

Conclusions based on this data:

1. Most students are at Level 3 or 4.
2. The "Writing Domain-Somewhat/Moderately" has the highest percentage

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
254	83.9	62.6	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	159	62.6
Homeless	27	10.6
Socioeconomically Disadvantaged	213	83.9
Students with Disabilities	25	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.8
American Indian	2	0.8
Asian	2	0.8
Hispanic	192	75.6
White	55	21.7





Conclusions based on this data:

1. 84% of our students are considered Socioeconomically Disadvantaged
2. 63% of our students are considered English Learner students
3. 76% of our students are Hispanic

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="185 424 480 457">English Language Arts</p>  <p data-bbox="289 506 376 539">Orange</p>	<p data-bbox="672 424 948 457">Chronic Absenteeism</p>  <p data-bbox="769 506 857 539">Yellow</p>	<p data-bbox="1179 424 1390 457">Suspension Rate</p>  <p data-bbox="1243 506 1331 539">Yellow</p>
<p data-bbox="250 621 415 655">Mathematics</p>  <p data-bbox="289 703 376 737">Orange</p>		

Conclusions based on this data:

1. We have two areas at Orange and two areas at Yellow.

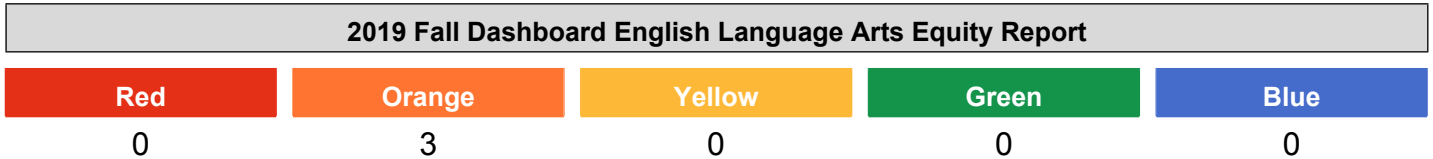
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 23.1 points below standard Declined Significantly -32.2 points 139	<p>English Learners</p>  Orange 37.7 points below standard Declined Significantly -31.1 points 105	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 75.1 points below standard Declined Significantly -50.7 points 13	<p>Socioeconomically Disadvantaged</p>  Orange 30.4 points below standard Declined Significantly -28.6 points 124	<p>Students with Disabilities</p>  No Performance Color 105.6 points below standard Declined Significantly -65.9 points 17

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 37 points below standard Declined Significantly -32.9 points 113	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 35.4 points above standard Declined Significantly -15.7 points 24

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
52.8 points below standard Declined Significantly -19 points 87	35.4 points above standard Declined Significantly -22.7 points 18	21.5 points above standard Declined Significantly -28.8 points 33

Conclusions based on this data:

1. We declined significantly in all areas.
2. Our Hispanic students have the largest number of points below standard.

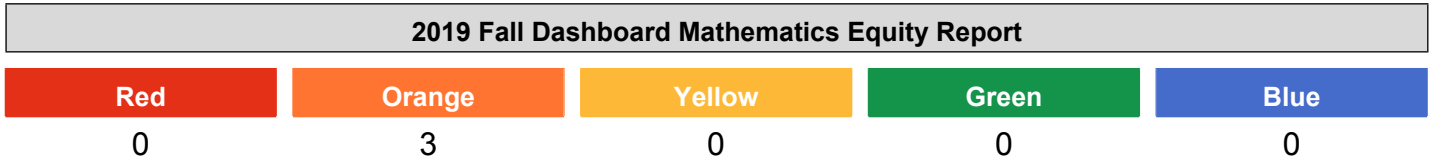
School and Student Performance Data

Academic Performance Mathematics






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







This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 43.8 points below standard Declined Significantly -25.8 points 139	<p>English Learners</p>  Orange 53.9 points below standard Declined Significantly -23.3 points 105	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color 77.6 points below standard Declined Significantly -44.3 points 13	<p>Socioeconomically Disadvantaged</p>  Orange 49.6 points below standard Declined Significantly -20.7 points 124	<p>Students with Disabilities</p>  No Performance Color 81.8 points below standard Increased Significantly ++15.6 points 17

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.4 points below standard Declined Significantly -24.3 points 113			 No Performance Color 7.6 points below standard Declined Significantly -27.6 points 24

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
63 points below standard	9.9 points below standard	11.4 points below standard
Declined -14.7 points	Declined Significantly -21.6 points	Declined Significantly -26.2 points
87	18	33

Conclusions based on this data:

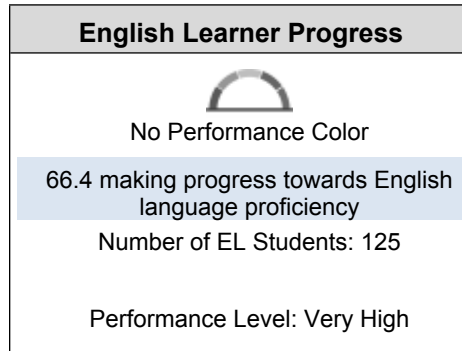
1. Most subgroups declined significantly. We did see an increase with students with disabilities (however, this group is not considered an official subgroup for reporting purposes)
2. All students have the largest number of points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.2	22.4	17.6	48.8

Conclusions based on this data:

1. 61 students increased at least one ELPI level.
2. 14 students decreased one ELPI Level.
3. We are considered at the "Very High" status

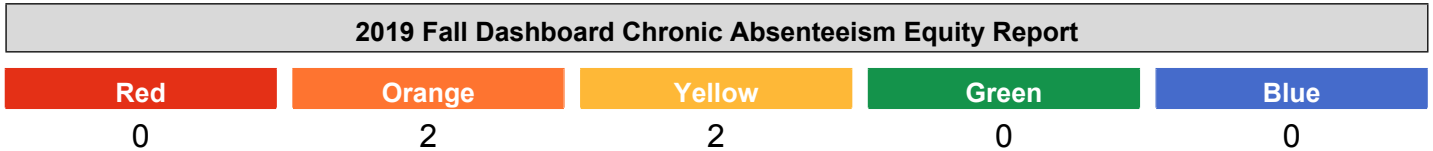
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 19 Declined -2.9 269	<p>English Learners</p>  Yellow 17.3 Declined Significantly -3.8 168	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 55.6 Increased +7.1 27	<p>Socioeconomically Disadvantaged</p>  Orange 20.1 Declined -2.6 229	<p>Students with Disabilities</p>  No Performance Color 24.1 Increased +1.6 29

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.3 Declined -2.8 202	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 22 Declined -3 59

Conclusions based on this data:

1. All monitored subgroups decreased their Chronic Absenteeism rate.
2. Homeless students increased
3. For all students, we must decrease by 9% in order to obtain green.

School and Student Performance Data

Conditions & Climate Suspension Rate







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









This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	1	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		
<p>All Students</p>  Yellow 3.3 Declined Significantly -1.2 274	<p>English Learners</p>  Yellow 3.5 Declined -0.3 172	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p>  Red 6.7 Increased +0.6 30	<p>Socioeconomically Disadvantaged</p>  Yellow 3.4 Declined Significantly -1.8 232	<p>Students with Disabilities</p>  No Performance Color 3.4 Declined -2.8 29

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 2	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.9 Maintained -0.2 206	 No Performance Color Less than 11 Students - Data 2		 Green 1.7 Declined -5.2 60

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.5	3.3

Conclusions based on this data:

1. All subgroups (except Homeless students) are below 4%. Our goal is to have all suspension rates below 3%
2. For "all students" we need to decrease by 0.3% to obtain green.
3. Homeless students have the highest suspension rate.

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

Improve and Support Student Learning.

LEA/LCAP Goal

Improve and Support Student Learning. Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

Goal 1

Improve and Support Student Learning. Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

Identified Need

The 2016-2017 CASSPP results for the district indicates that 61% of students did not meet the English Language Arts(ELA) standard and 74% of students failed to meet the Mathematics Standard. The 2017-2018 test scores showed a slight increase.

The district also continues to need to improve its capacity to support English-language learners. There were 220 ELs per CALPADS Fall 1 report on January 2017, and 22 students were reclassified. The reclassification rate remained the same in 2016-2017 with only 10% of ELs students reclassified. The EL progress towards English proficiency decreased from 84% in 2016 to 72% in 2017. in 2017-2018 school year there were 221 EL Students and 41 were reclassified. This doubled the reclassification rate from prior years and shows the dedicated Newcomer position is assisting in emphasizing the importance of reclassifying earlier than later.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts: CA Dashboard Academic Indicator- Smarter Balanced (SBAC)	2019 Dashboard: Status: 23 points below Change: Declined 32 points Color: Orange	2021 Dashboard: Status: 20 points below Change: Increase 3 points Color: Yellow
English Language Arts (English Learner)	2019 Dashboard: Status: 38 points below Change: Declined 31 points Color: Orange	2021 Dashboard: Status: 35 points below Change: Increase 3 points Color: Yellow
English Language Arts (Hispanic)	2019 Dashboard: Status: 37 points below Change: Declined 33 points Color: Orange	2021 Dashboard: Status: 34 points below Change: Increase 3 points Color: Yellow

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts (Socio Economically Disadvantaged)	2019 Dashboard: Status: 30 points below Change: Declined 29 points Color: Orange	2021 Dashboard: Status: 27 points below Change: Increase 3 points Color: Yellow
Mathematics CA Dashboard Academic Indicator- Smarter Balanced (SBAC)	2019 Dashboard: Status: 43 points below Change: Declined 26 points Color: Orange	2021 Dashboard: Status: 40 points below Change: Increase 3 points Color: Yellow
Mathematics (English Learner)	2019 Dashboard: Status: 54 points below Change: Declined 23 points Color: Orange	2021 Dashboard: Status: 51 points below Change: Increase 3 points Color: Yellow
Mathematics (Hispanic)	2019 Dashboard: Status: 53 points below Change: Declined 24 points Color: Orange	2021 Dashboard: Status: 50 points below Change: Increase 3 points Color: Yellow
Mathematics (Socio Economically Disadvantaged)	2019 Dashboard: Status: 50 points below Change: Declined 21 points Color: Orange	2021 Dashboard: Status: 47 points below Change: Increase 3 points Color: Yellow
English Learner Progress CA Dashboard Academic Indicator ELs making progress towards English Language Proficiency	2019 Dashboard: Status: 66% making progress Performance Level: Very High	2021 Dashboard: Status: 66% making progress Performance Level: Very High

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

(LCAP 1.1) Provide technology support and training to teachers. Support teachers in project-based activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

17,854

Source(s)

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Computer Support and Training

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

(LCAP 1.9) Online Instructional Opportunities: At AVES, to use online instructional opportunities: AR/STAR, Go Math/ThinkCentral, ST Math, Google Accounts, Wonders ConnectEd, Rosetta Stone, Type to Learn, Education City, Duolingo, Mystery Science and Follett for the library

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)

7,188

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Renaissance Learning

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students performing below standard in English Language Arts and English Language skills.

Strategy/Activity

(LCAP 1.11) Academic Support: RTI academic supports will continue to strengthen fundamental skills and language proficiency with effective strategies to increase independent reading. Tier 1 interventions will be defined, trained and offered in-class, as well as tier 2 and 3 interventions. HS bilingual assistant will provide tier 1 and 2 supports, and ES assistants will provide tier 1 and 2 supports. Appropriate modifications will be made to reflect distance learning such as using support staff to facilitate asynchronous activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

107,667	Title I 2000-2999: Classified Personnel Salaries Instructional Aides
4,605	Title I 4000-4999: Books And Supplies Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

(LCAP 1.12) EL Support: EL Coordinator services will be offered district wide for ELPAC administration and to monitor reclassification process, and to support ELAC and DELAC groups. Supplies will be provided to EL students as added support. Using Bilingual Specialists to provide support for English Learners and Newcomers.

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)
6,060	Title I 1000-1999: Certificated Personnel Salaries TOSA-EI Coordinator
1150	LCFF - Supplemental 4000-4999: Books And Supplies Rosetta Stone
2696	Title I 4000-4999: Books And Supplies Savvas Learning (iLit)
1046	Title III 4000-4999: Books And Supplies Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

(LCAP 1.22) Bilingual Education: Continue two-way bilingual Spanish/English program district wide. In grades K-1, offer programs to promote acquisition and use of both languages, Spanish immersion provided by two BCLAD teachers for students in grades k-1. Offer Spanish classes to grades 7-12 through Mendocino College and AVUSD

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)
15,756	Title I 1000-1999: Certificated Personnel Salaries Bilingual Kindergarten teacher
17,277	Title III 2000-2999: Classified Personnel Salaries Bilingual Specialist
54,210	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Specialist

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

(LCAP 1.27) Teachers: Use effective recruiting and selection procedures to get highly qualified, effective and professional teaching staff when hiring

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)
300	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Teacher Subs

Annual Review

SPSA Year Reviewed: 2018-19

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 items were completed. Due to the COVID-19, we had to shift to implementation of distance learning.

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

There were no major differences between the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to 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.

There will be a continued effort to directly align the SPSA to the LCAP. The 2021-2022 LCAP will see major changes compared to the 2019-2020 LCAP.

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

School Culture

LEA/LCAP Goal

Foster respectful, responsible, safe, kind, collaborative and reflective school and district cultures that ensure academic and social/emotional well being for each student.

Goal 2

Foster respectful, responsible, safe, kind, collaborative and reflective school and district cultures that ensure academic and social/emotional well being for each student.

Identified Need

The chronic absenteeism rate for 2018-2019 was 19% which is a decline of 2.9%. The chronic absenteeism rate for 2016-2017 school year was 17.8%. Qualitative data shows that behavior incidences are high at both schools. Historically, suspensions did not occur for infractions that ED Code mandates. District will use the suspension, expulsion and behavior infraction data from this school year as the new baseline to measure progress for this goal. According to California Healthy Kids Survey given in March of 2017, students reported low percentage rates of students who strongly agree that adults engage in meaningful relationships, have high expectations for student success and form caring relationships with students. Outside of parent teacher conferences and personal learning plan meetings, schools struggle with parent involvement at the upper grades.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Indicator	2019 Dashboard Status: 3.3% Change: Declined 1.2% Color: Yellow	2021 Dashboard Status: 3% Change: Declined 0.3% Color: Green
Suspension Rate Indicator (EL)	2019 Dashboard Status: 3.5% Change: Declined 0.3% Color: Yellow	2021 Dashboard Status: 3% Change: Declined 0.5% Color: Green
Suspension Rate (Hispanic)	2019 Dashboard Status: 3.9% Change: Declined 0.2% Color: Orange	2021 Dashboard Status: 3% Change: Declined 0.9% Color: Green
Suspension Rate (Socio-economically disadvantaged)	2019 Dashboard Status: 3.4% Change: Declined 1.8%	2021 Dashboard Status: 3% Change: Declined 0.4%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Color: Yellow	Color: Green
Suspension Rate (Homeless)	2019 Dashboard Status: 6.7% Change: Increased 0.6% Color: Red	2021 Dashboard Status: 6% Change: Declined 0.7% Color: Green
Chronic Absenteeism Indicator	2019 Dashboard Status: 19% Change: Declined 2.9% Color: Yellow	2021 Dashboard Status: 18% Change: Declined 1% Color: Yellow
Chronic Absenteeism (EL)	2019 Dashboard Status: 17% Change: Declined 3.8% Color: Yellow	2021 Dashboard Status: 16% Change: Declined 1% Color: Yellow
Chronic Absenteeism (Hispanic)	2019 Dashboard Status: 18% Change: Declined 2.8% Color: Yellow	2021 Dashboard Status: 17% Change: Declined 1% Color: Yellow
Chronic Absenteeism (Socio-economically disadvantaged)	2019 Dashboard Status: 20% Change: Declined 2.6% Color: Orange	2021 Dashboard Status: 17% Change: Declined 1% Color: Yellow

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 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

(LCAP 2.4-5) Mental Health Support

Primary Intervention Program (PIP): Offer Primary Intervention Program (PIP) supported with counseling for district students, through mental health funding and through Redwood Children Services, with family support as needed.

Second Step Program: Teachers present the Second Step Program to develop empathy, impulse control and conflict management skills in students K-6 grade for 30 minutes weekly.

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)

23,714

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
PIP and Second Step

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Indirect Costs

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

5,545

Title I
5000-5999: Services And Other Operating
Expenditures
Indirect Costs

Annual Review

SPSA Year Reviewed: 2018-19

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 items were completed. Due to the COVID-19, we had to shift to implementation of distance learning

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

There were no major differences between the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to 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.

There will be a continued effort to directly align the SPSA to the LCAP. The 2021-2022 LCAP will see major changes compared to the 2019-2020 LCAP.

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

Name of Members	Role
Sid Frazer	Principal
Carolyn Livingston	Classroom Teacher
Vanessa Spacek	Other School Staff
Sam Inman	Parent or Community Member
Kristen San Miguel	Parent or Community Member
Anya Farquhar	Parent or Community Member

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

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

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 March 10, 2021.

Attested:



Principal, Sid Frazer on 3/11/21



SSC Chairperson, Sam Inman on 3/11/21