

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
E. M. GRIMMER ELEMENTARY SCHOOL	01-61176-6000590	April 26, 2022	June 29, 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. E. M. GRIMMER ELEMENTARY SCHOOL works in collaboration with the Instructional Services Division to ensure that all Every Student Succeeds Act (ESSA) requirements are met. The Single Plan for Student Achievement (SPSA) plans are aligned to the District’s Local Control and Accountability Plan (LCAP) to ensure alignment. State and federal funds that E. M. GRIMMER ELEMENTARY SCHOOL receives all supplement the general educational program to provide above and beyond resources and services to improve student outcomes.

Grimmer Elementary School works in collaboration with the Instructional Services Division to ensure that all Every Student Succeeds Act (ESSA) requirements are met. The Single Plan for Student Achievement (SPSA) plans are aligned to the District’s Local Control and Accountability Plan (LCAP) to ensure alignment. State and federal funds that Grimmer Elementary School receives all supplement the general educational program to provide above and beyond resources and services to improve student outcomes.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.61%	0.2%	0.26%	3	1	1
African American	1.84%	1.4%	3.65%	9	6	14
Asian	26.43%	32.1%	28.65%	129	137	110
Filipino	6.56%	7.0%	5.21%	32	30	20
Hispanic/Latino	50.2%	48.7%	51.30%	245	208	197
Pacific Islander	0%	%	0.26%	0		1
White	10.04%	6.3%	6.25%	49	27	24
Multiple/No Response	3.28%	2.1%	2.60%	16	9	10
Total Enrollment				488	427	384

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	70	71	47
Grade 1	78	63	59
Grade 2	61	77	61
Grade 3	85	60	66
Grade 4	71	76	57
Grade 5	48	68	79
Grade 6	75	12	15
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	488	427	384

Conclusions based on this data:

1. Total number of students enrolled decreased by approximately 12% between 2019-20 and 2020-21. One factor being the transition of outgoing fifth graders to the middle school in 2019-20. 2021-22 saw a more significant decrease in enrollment.
2. There was a significant decrease in white students from 2019-20 to 2020-21, while Asian and Hispanic students continue to be the largest student groups.

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	146	123	87	30.4%	25.2%	20.4%
Fluent English Proficient (FEP)	111	122	89	23.1%	25.0%	20.8%
Reclassified Fluent English Proficient (RFEP)	56	32	14	28.3%	21.9%	11.4%

Conclusions based on this data:

1. With the changing population of Grimmer between 2019-20 and 2020-21, there has been a decrease in the number of English Learners. Proportionately, the number of FEP students remained about the same.
2. Between 2019-20 and 2020-21 the percentage of students reclassified to English Proficient decreased substantially. The students were not provided in-person instruction through the 2020-21 school year because of the pandemic.

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	61	61	51	55	61	0	55	61	0	90.2	100	0.0
Grade 4	70	50	66	66	50	0	66	50	0	94.3	100	0.0
Grade 5	46	62	61	46	62	0	46	62	0	100	100	0.0
Grade 6	52	45	12	52	44	0	52	44	0	100	97.8	0.0
All Grades	229	218	190	219	217	0	219	217	0	95.6	99.5	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	2445.	2438.		34.55	34.43		27.27	18.03		14.55	22.95		23.64	24.59	
Grade 4	2499.	2527.		39.39	44.00		28.79	32.00		15.15	18.00		16.67	6.00	
Grade 5	2505.	2552.		17.39	41.94		36.96	29.03		17.39	19.35		28.26	9.68	
Grade 6	2560.	2566.		26.92	25.00		28.85	40.91		38.46	29.55		5.77	4.55	
All Grades	N/A	N/A	N/A	30.59	36.87		30.14	29.03		21.00	22.12		18.26	11.98	

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	37.04	32.79		44.44	44.26		18.52	22.95	
Grade 4	34.85	42.00		46.97	54.00		18.18	4.00	
Grade 5	21.74	41.94		58.70	46.77		19.57	11.29	
Grade 6	26.92	22.73		42.31	56.82		30.77	20.45	
All Grades	30.73	35.48		47.71	49.77		21.56	14.75	

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.

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	31.48	32.79		38.89	37.70		29.63	29.51	
Grade 4	36.36	40.00		51.52	54.00		12.12	6.00	
Grade 5	30.43	41.94		41.30	46.77		28.26	11.29	
Grade 6	26.92	34.09		67.31	59.09		5.77	6.82	
All Grades	31.65	37.33		50.00	48.39		18.35	14.29	

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	25.93	21.31		59.26	59.02		14.81	19.67	
Grade 4	24.24	32.00		60.61	60.00		15.15	8.00	
Grade 5	17.39	27.42		58.70	61.29		23.91	11.29	
Grade 6	19.23	22.73		73.08	70.45		7.69	6.82	
All Grades	22.02	25.81		62.84	62.21		15.14	11.98	

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	37.04	31.15		40.74	40.98		22.22	27.87	
Grade 4	31.82	38.00		53.03	60.00		15.15	2.00	
Grade 5	32.61	45.16		43.48	41.94		23.91	12.90	
Grade 6	40.38	38.64		51.92	52.27		7.69	9.09	
All Grades	35.32	38.25		47.71	47.93		16.97	13.82	

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. Participation rates for Grimmer were near 100% for 2018-19. Because of Covid, there was no standardized testing in 2019-20.
2. There was an increase in overall achievement for All Students in English language arts (ELA) for the 2018-19 school year. The percentage of students at or above standard in ELA increased 4.71%. Because of Covid, there was no standardized testing in 2019-20.

3. While there was an increase in proficiency of approximately 7% for reading and 3% for writing, we feel this should continue to be the area of focus for the coming year as there are still approximately 15% below standard in reading and nearly 16% below standard in writing. Because of Covid, there was no standardized testing in 2019-20.

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	61	61	51	60	61	0	60	61	0	98.4	100	0.0
Grade 4	69	50	66	68	50	0	68	50	0	98.6	100	0.0
Grade 5	46	62	61	46	62	0	46	62	0	100	100	0.0
Grade 6	52	45	12	52	44	0	52	44	0	100	97.8	0.0
All Grades	228	218	190	226	217	0	226	217	0	99.1	99.5	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	2462.	2460.		33.33	39.34		25.00	21.31		21.67	14.75		20.00	24.59	
Grade 4	2500.	2533.		22.06	40.00		39.71	32.00		27.94	26.00		10.29	2.00	
Grade 5	2555.	2572.		32.61	51.61		32.61	20.97		28.26	12.90		6.52	14.52	
Grade 6	2549.	2573.		25.00	22.73		28.85	40.91		28.85	25.00		17.31	11.36	
All Grades	N/A	N/A	N/A	27.88	39.63		31.86	27.65		26.55	18.89		13.72	13.82	

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	40.00	49.18		33.33	19.67		26.67	31.15	
Grade 4	42.65	64.00		36.76	18.00		20.59	18.00	
Grade 5	39.13	59.68		36.96	24.19		23.91	16.13	
Grade 6	34.62	50.00		40.38	34.09		25.00	15.91	
All Grades	39.38	55.76		36.73	23.50		23.89	20.74	

2019-20 Data:

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

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	36.67	37.70		38.33	40.98		25.00	21.31	
Grade 4	26.47	38.00		55.88	56.00		17.65	6.00	
Grade 5	41.30	43.55		54.35	45.16		4.35	11.29	
Grade 6	25.00	18.18		50.00	63.64		25.00	18.18	
All Grades	31.86	35.48		49.56	50.23		18.58	14.29	

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	41.67	49.18		43.33	32.79		15.00	18.03	
Grade 4	36.76	44.00		50.00	44.00		13.24	12.00	
Grade 5	36.96	40.32		52.17	45.16		10.87	14.52	
Grade 6	21.15	25.00		51.92	65.91		26.92	9.09	
All Grades	34.51	40.55		49.12	45.62		16.37	13.82	

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. There was an increase of 7.54% in overall achievement for All Students in the area of math. Because of Covid, there was no standardized testing in 2019-20.
2. A focus on mathematical concepts and procedures was moderately successful. The data shows that students near standard to above standard increased by 3.14%. However, there continues to be a need to focus on the nearly 21% who are below standard. Because of Covid, there was no standardized testing in 2019-20.

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	1413.3	1399.8	1432.4	1417.2	1406.4	1434.4	1403.6	1384.2	1427.8	45	23	21
1	1472.9	1429.8	1434.7	1491.3	1456.5	1439.5	1454.0	1402.7	1429.5	44	19	15
2	1468.1	1450.2	1438.6	1494.6	1466.6	1443.6	1441.4	1433.1	1433.1	28	28	19
3	1482.0	1469.4	1414.9	1484.4	1473.3	1417.8	1479.1	1465.0	1411.4	29	16	14
4	1538.7	1544.9	1416.3	1551.0	1559.6	1411.0	1525.8	1529.9	1421.3	20	12	16
5	1531.2	1504.8	1493.2	1527.4	1507.4	1491.3	1534.6	1501.6	1494.8	17	14	19
6	1551.7	*	*	1541.8	*	*	1561.3	*	*	20	*	*
All Grades										203	114	107

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	55.56	13.04	28.57	*	60.87	23.81	*	0.00	19.05	*	26.09	28.57	45	23	21
1	52.27	26.32	13.33	29.55	21.05	33.33	*	26.32	33.33	*	26.32	20.00	44	19	15
2	57.14	7.14	15.79	*	57.14	31.58		21.43	26.32	*	14.29	26.32	28	28	19
3	*	0.00	0.00	*	62.50	42.86	*	18.75	35.71	*	18.75	21.43	29	16	14
4	*	25.00	12.50	*	66.67	37.50		8.33	12.50	*	0.00	37.50	20	12	16
5	*	28.57	21.05	*	21.43	31.58		42.86	31.58	*	7.14	15.79	17	14	19
6	60.00	*	*	*	*	*		*	*	*	*	*	20	*	*
All Grades	50.25	15.79	16.82	27.09	48.25	32.71	9.36	18.42	26.17	13.30	17.54	24.30	203	114	107

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	46.67	17.39	23.81	*	47.83	28.57	*	13.04	14.29	*	21.74	33.33	45	23	21
1	70.45	47.37	20.00	*	10.53	40.00	*	21.05	26.67	*	21.05	13.33	44	19	15
2	78.57	35.71	26.32	*	39.29	21.05		10.71	31.58	*	14.29	21.05	28	28	19
3	44.83	37.50	21.43	*	31.25	42.86	*	18.75	14.29	*	12.50	21.43	29	16	14
4	65.00	83.33	18.75	*	16.67	37.50	*	0.00	12.50	*	0.00	31.25	20	12	16
5	88.24	42.86	31.58	*	35.71	47.37		14.29	10.53	*	7.14	10.53	17	14	19
6	70.00	*	*	*	*	*		*	*	*	*	*	20	*	*
All Grades	63.55	40.35	24.30	16.26	31.58	36.45	6.40	13.16	17.76	13.79	14.91	21.50	203	114	107

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.00	13.04	28.57	*	39.13	9.52	37.78	21.74	38.10	*	26.09	23.81	45	23	21
1	29.55	5.26	13.33	36.36	0.00	33.33	*	63.16	20.00	29.55	31.58	33.33	44	19	15
2	*	0.00	10.53	*	35.71	31.58	*	35.71	21.05	*	28.57	36.84	28	28	19
3	*	0.00	0.00	*	25.00	28.57	*	50.00	28.57	*	25.00	42.86	29	16	14
4	*	8.33	12.50	*	50.00	18.75	*	41.67	18.75	*	0.00	50.00	20	12	16
5	*	0.00	5.26	*	21.43	31.58	*	64.29	42.11	*	14.29	21.05	17	14	19
6	*	*	*	*	*	*	*	*	*	*	*	*	20	*	*
All Grades	29.56	4.39	12.15	28.08	28.95	26.17	22.17	42.98	28.04	20.20	23.68	33.64	203	114	107

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	68.89	26.09	33.33	*	52.17	52.38	*	21.74	14.29	45	23	21
1	72.73	52.63	46.67	*	26.32	46.67	*	21.05	6.67	44	19	15
2	67.86	25.00	26.32	*	60.71	57.89	*	14.29	15.79	28	28	19
3	37.93	0.00	42.86	48.28	68.75	35.71	*	31.25	21.43	29	16	14
4	*	33.33	18.75	*	66.67	50.00	*	0.00	31.25	20	12	16
5	*	7.14	15.79	*	85.71	63.16	*	7.14	21.05	17	14	19
6	*	*	*	60.00	*	*	*	*	*	20	*	*
All Grades	58.13	25.44	29.91	30.05	57.02	52.34	11.82	17.54	17.76	203	114	107

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	35.56	26.09	19.05	35.56	43.48	42.86	28.89	30.43	38.10	45	23	21
1	68.18	42.11	0.00	*	21.05	73.33	*	36.84	26.67	44	19	15
2	78.57	35.71	21.05	*	50.00	52.63	*	14.29	26.32	28	28	19
3	51.72	62.50	14.29	*	25.00	64.29	*	12.50	21.43	29	16	14
4	85.00	91.67	31.25	*	8.33	43.75	*	0.00	25.00	20	12	16
5	88.24	50.00	57.89	*	35.71	31.58	*	14.29	10.53	17	14	19
6	90.00	*	*	*	*	*	*	*	*	20	*	*
All Grades	65.52	46.49	27.10	18.72	33.33	48.60	15.76	20.18	24.30	203	114	107

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	37.78	4.35	19.05	48.89	73.91	57.14	*	21.74	23.81	45	23	21
1	50.00	5.26	33.33	*	63.16	33.33	27.27	31.58	33.33	44	19	15
2	*	0.00	0.00	*	71.43	68.42	*	28.57	31.58	28	28	19
3	*	0.00	0.00	55.17	56.25	35.71	37.93	43.75	64.29	29	16	14
4	*	8.33	6.25	60.00	83.33	43.75	*	8.33	50.00	20	12	16
5	*	7.14	21.05	70.59	85.71	52.63	*	7.14	26.32	17	14	19
6	*	*	*	*	*	*	*	*	*	20	*	*
All Grades	33.50	3.51	14.02	43.35	71.05	49.53	23.15	25.44	36.45	203	114	107

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	37.78	43.48	38.10	40.00	26.09	47.62	*	30.43	14.29	45	23	21
1	27.27	5.26	13.33	52.27	68.42	46.67	*	26.32	40.00	44	19	15
2	*	3.57	21.05	67.86	64.29	47.37	*	32.14	31.58	28	28	19
3	*	12.50	14.29	58.62	81.25	50.00	*	6.25	35.71	29	16	14
4	*	0.00	6.25	*	100.00	62.50	*	0.00	31.25	20	12	16
5	*	7.14	10.53	*	78.57	63.16	*	14.29	26.32	17	14	19
6	*	*	*	70.00	*	*	*	*	*	20	*	*
All Grades	30.05	13.16	17.76	52.71	64.91	54.21	17.24	21.93	28.04	203	114	107

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. By comparison, 2020-21 scores in overall summative assessment performance show an average decline in mean scaled scores of approximately 3%-4% across all grade levels with few exceptions.
2. While the percentage of students performing at a Level 4 for overall language increased from 2018-19 to 2020-21 by approximately 6%, the number of students performing at a Level 1 or 2 increased by approximately the same percentage.

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
427	39.8	20.4	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	87	20.4
Foster Youth		
Homeless	2	0.5
Socioeconomically Disadvantaged	170	39.8
Students with Disabilities	68	15.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.4
American Indian or Alaska Native	1	0.2
Asian	137	32.1
Filipino	30	7.0
Hispanic	208	48.7
Two or More Races	9	2.1
Native Hawaiian or Pacific Islander		
White	27	6.3

Conclusions based on this data:

- The number of Socioeconomically Disadvantaged students (SED), English Learners (EL), and Homeless students continue to decrease year-to-year. However, we continue to have 39.8% SED and 20.4% EL. Our Homeless population has decreased from 1.9% to .5%. Our percentage of students with disabilities has increased to 15.9%.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism continued to be a great concern during distance learning and through the 2021-2022 school year.
2. Although we don't have 2020-2021 dashboard data from which to make comparisons, after a review of site and district data, we feel that learning loss in English Language Development, English Language Arts, and Mathematics was substantial as a result of distance learning.
3. A conclusion can be made that continued targeted intervention efforts are necessary to increase knowledge of basic skills at each grade level.

School and Student Performance Data

Academic Performance English Language Arts

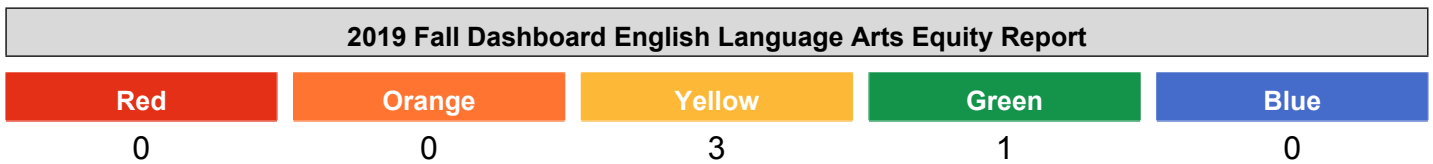
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











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> Blue 34.1 points above standard Increased Significantly ++10.0 points 228	<p>English Learners</p> Yellow 0.1 points above standard Declined -3.6 points 101	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Yellow 0.5 points above standard Maintained ++0.6 points 124	<p>Students with Disabilities</p> Yellow 7.1 points below standard Increased Significantly ++16.5 points 54

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 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 90.8 points above standard Increased Significantly ++17.8 points 54	 No Performance Color 65.5 points above standard Increased Significantly ++19.8 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.1 points above standard Increased ++6.6 points 121	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 38.8 points above standard Declined -7.6 points 18

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
62.1 points below standard Declined -10.4 points 39	39.3 points above standard Declined -7.4 points 62	43.4 points above standard Increased Significantly ++20.1 points 106

Conclusions based on this data:

- While we do not have a dashboard comparison between 2018-19 and 2019-20, when reviewing site and district assessment data for 2019-20, the number of students performing one to two grade levels below grade level standards in English language arts is approximately 51%.
- Our Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities make up the majority of this 51%.

School and Student Performance Data

Academic Performance Mathematics

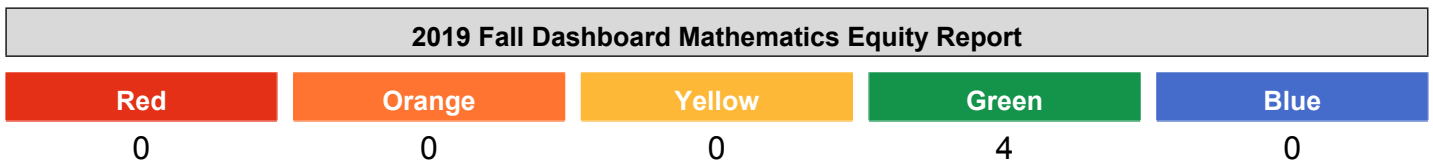
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











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> <p>Blue</p> <p>30.3 points above standard</p> <p>Increased Significantly ++20.2 points 228</p>	<p>English Learners</p> <p>Green</p> <p>6.3 points above standard</p> <p>Increased ++9 points</p> <p>101</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.8 points below standard</p> <p>Increased ++7.9 points</p> <p>124</p>	<p>Students with Disabilities</p> <p>Green</p> <p>19 points below standard</p> <p>Increased Significantly ++17.6 points 54</p>

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 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 94.5 points above standard Increased ++9.5 points 54	 No Performance Color 48.1 points above standard Increased ++3.1 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Green 0 points below standard Increased ++10 points 121	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 27.8 points above standard Maintained ++1.8 points 18

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
29.1 points below standard Increased ++9.9 points 39	28.7 points above standard Increased ++3.6 points 62	31 points above standard Increased ++9.1 points 106

Conclusions based on this data:

1. While we do not have a dashboard comparison between 2018-19 and 2019-20, when reviewing site and district assessment data for 2019-20, the number of students performing one to two grade levels below grade level standards in math is approximately 55%.
2. Our Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities make up the majority of this 55%.

School and Student Performance Data

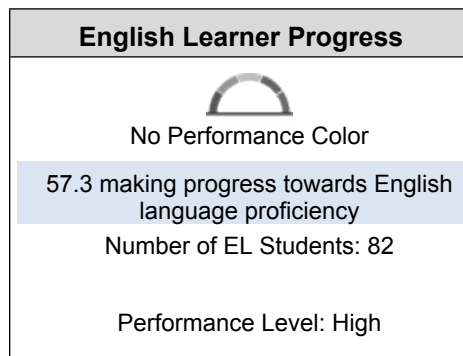
Academic Performance English Learner Progress

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



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
19.5	23.1	4.8	52.4

Conclusions based on this data:

1. While we do not have dashboard comparisons between 2018-19 and 2019-20. We did see a slight overall decrease in English Language proficiency rates on our ELPAC assessments for 2019-20.
2. We can conclude that assessing in a virtual environment may not have been as effective as in person assessments. However, it is evident that our English Learners continue to require targeted support for increased proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

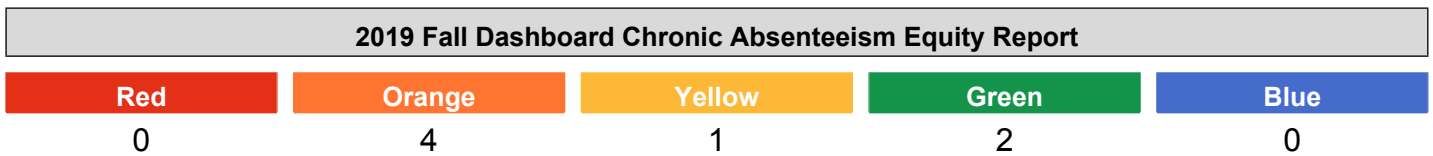
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











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>  Orange 7.4 Increased +0.5 514	<p>English Learners</p>  Orange 7.1 Increased +1.2 155	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  No Performance Color 33.3 Increased +8.3 12	<p>Socioeconomically Disadvantaged</p>  Green 8 Declined -2 250	<p>Students with Disabilities</p>  Yellow 10.3 Declined -0.6 97

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 5.6 Increased +4.2 143	 Orange 5.3 Increased +0.5 38
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.6 Declined -1.5 256	 No Performance Color 13.3 Increased +0.8 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 11.1 Increased +4.9 45

Conclusions based on this data:

1. While we do not have comparison data between 2018-19 and 2019-20, we have seen a significant increase in Chronic Absenteeism. We can conclude that a large percentage of this increase is due to the affects of Covid.
2. Based on site data, chronic absenteeism continues to be an area of concern, and will require additional interventions in the coming year.

School and Student Performance Data

Conditions & Climate Suspension Rate

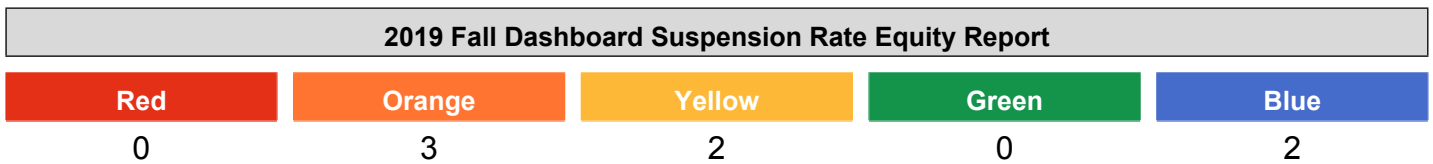
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 1.3 Increased +0.4 550	<p>English Learners</p> Yellow 0.6 Increased +0.6 168	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p> No Performance Color 7.7 Declined -11.1 13	<p>Socioeconomically Disadvantaged</p> Orange 1.9 Increased +0.5 259	<p>Students with Disabilities</p> Orange 2 Increased +1.1 99

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.7 13	 No Performance Color Less than 11 Students - Data 1	 Orange 1.8 Increased +1.2 168	 Blue 0 Maintained 0 38
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4 Declined -0.3 263	 No Performance Color 0 Maintained 0 15	 No Performance Color Less than 11 Students - Data 5	 Yellow 2.1 Maintained +0.2 47

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.8	1.3

Conclusions based on this data:

1. Due to distance learning there were no suspensions in the 2020-21 school year.
2. Positive Behavior Interventions have been implemented bringing suspensions down significantly in the 2021-22 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide an educational environment that is conducive to learning.

Goal 1

By June 2023, all students will participate in formal Social-Emotional Lessons and organized leadership opportunities to address social and emotional needs as a means of decreasing behavior incidents and chronic absenteeism. Attendance will improve a minimum of 5% as measured by absenteeism data in the student information system (SIS). Behavior incidents will decrease by 5% as measured by behavior referrals through our PBIS program.

Identified Need

A review of attendance records, behavior referrals, and academic performance shows a clear link between academic performance and the percentage of time spent in school, as well as the behavior incidents of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Absenteeism Reports	5%	3%
Monthly Behavior Referrals to Admin.	11	7

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 with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

Improve student involvement (ownership) of school initiatives through:

- *Grimmer Bear Ambassadors to include a focus on anti-bullying, conflict resolution, inclusion, etc.
- *Digital Citizenship Presentations in our computer lab.
- *Social / character education lessons within classrooms, small social groups, and individual counseling - delivered by our school counselor
- *Positive Behavior Intervention Support (PBIS) program. Complete rollout - year 3. Full staff participation.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

When intervention is necessary, students will be referred to:

- *Grimmer COST team (Certificated staff will be paid hourly rate for attending meetings before or after school.)
- *SST Team (Certificated staff will be paid hourly rate for attending meetings before or after school.)
- *Elementary school counselor
- *SARP Team (Certificated staff will be paid hourly rate for attending meetings before or after 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)

5,850

LCAP G3A6: High Needs Elementaries
(Grimmer, Brier, Blacow, Cabrillo)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

Hire a full time special education para-educator to provide behavior support within general education classrooms for our general education students with special needs. Will also be trained in PBIS & Restorative Practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All students were able to participate in whole group and/or small group social-emotional lessons (SEL) presented by our school counselor with proposed strategies implemented by classroom teachers.

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 was an increase in academic levels for some students who participated in SEL lessons and activities. However, absenteeism increased because of Covid-related health concerns. It was found that due to the transition from distance learning to in-person learning, focus was diverted from student involvement in organized leadership opportunities to safety protocols.

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.

After reviewing data for this goal, we believe all students can benefit from continued Social-Emotional Lessons as well as leadership opportunities giving them more ownership of their learning. A review of i-Ready academic data suggests a clear link between academic performance and social-emotional needs, especially for our English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. It was also noted that there is an increase of Students with Disabilities within our general education classrooms bringing a need for behavior supports.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Increase the academic achievement of all students through challenging and engaging instruction.

Goal 2

By June 2023, reduce the number of at-promise Tier 3 students on the i-Ready ELA diagnostic by 50%.

By June 2023, 80% of all students in grades 1-5 will achieve and/or exceed their Annual Typical Growth goals on the i-Ready ELA diagnostic, and 60% of all students will reach their Annual Stretch Growth goal on the i-Ready ELA diagnostic.

By June 2023, proficiency on the ESGI ELA assessments for kindergarten will increase by 3%.

Identified Need

Although the number of at-promise Tier 3 students decreased by approximately 45%, overall we continue to have approximately 44% of students one or more grade levels below average. The majority of students did show growth. However, stretch growth goals were not met, especially for those students who were already at grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Tier 3 students on the i-Ready Reading/ELA diagnostics	13% of students at-promise (Tier 3)	16% of students at-promise (Tier 3)
Students meeting typical growth goals on i-Ready Reading/ELA diagnostics	60% of students meeting typical growth goals	100% of students meeting typical growth
Students meeting stretch growth goals on i-Ready Reading/ELA diagnostics	52% of students meeting stretch growth goals	70% of students meeting stretch growth goals

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 with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

Professional Development: three half-day PLC Team release days for each classroom teacher to receive support from district coaches to plan MTSS differentiated lessons utilizing district adopted, grade appropriate materials as well as district instructional guides to teach the California English language arts standards with districtwide priority standards in mind. Focus on: What we want students to learn.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,608

Source(s)

LCAP G3A6: High Needs Elementaries
(Grimmer, Brier, Blacow, Cabrillo)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

Purchase engaging fiction and nonfiction literature to support classroom instruction.

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)

2,940

Source(s)

LCAP G2A5: Library Money

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

1.0 FTE instructional para-educator to provide intervention support with reading, language arts, and math.

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)

12,348	LCAP G3A2: Intervention Funds
61,998	LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)

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.

After a review of the data, 44% of students are one or more grade levels below standard. We were unable to implement release days for teacher collaboration because of shortage of certificated substitute teachers.

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

School Site Council voted to move funds to provide instructional materials to support teacher efficacy.

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.

As this was the first year using i-Ready diagnostics districtwide, we have made slight changes to our proficiency expectations. We anticipate being able to provide release days to our staff in the coming year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Increase the academic achievement of all students through challenging and engaging instruction.

Goal 3

By June 2023, reduce the number of at-promise Tier 3 students on the i-Ready math diagnostic assessment by 50%.

By June 2023, 80% of all students in grades 1-5 will achieve and/or exceed their Annual Typical Growth goals on the i-Ready math diagnostic, and 60% of all students will reach their Annual Stretch Growth goal on the i-Ready math diagnostic.

By June 2023, proficiency on the ESGI math assessments for kindergarten will increase by 3%.

Identified Need

Although the number of at-promise Tier 3 students decreased by approximately 50%, overall we continue to have approximately 62% of students one or more grade levels below average. The majority of students did show growth. However, stretch growth goals were not met, especially for those students who were already at grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Tier 3 students on the i-Ready math diagnostics	18% at-promise Tier 3 students	35% at-promise Tier 3 students
Students meeting typical growth goals on i-Ready math diagnostics	67% of students meeting typical growth goals	100% of students meeting typical growth goals
Students meeting Stretch goals on i-Ready math diagnostics	37% of students meeting stretch growth goals	70% of students meeting stretch growth goals

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 with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

Site-purchased, supplemental publisher software programs such as ST Math.

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)

6,330

Source(s)

LCAP G3A6: High Needs Elementaries
(Grimmer, Brier, Blacow, Cabrillo)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

Professional Development: three half-day PLC Team release days for each classroom teacher to receive support from district coaches to plan MTSS differentiated lessons utilizing district adopted, grade appropriate materials as well as district instructional guides to teach the California Math standards with districtwide priority standards in mind. Focus on: What we want students to learn. Budget incorporated into goal #2

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with a focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Strategy/Activity

1.0 FTE instructional para educator to provide intervention support with math. Budget incorporated into goal #2.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

After a review of the data, while the goal was nearly met, we still have 62% of students one or more grade levels below standard in math. Teacher release days for collaboration were not able to be held because of the shortage of teacher substitutes.

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

School Site Council voted to move funds to provide instructional materials to support teacher efficacy.

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.

As this was the first year using i-Ready diagnostics districtwide, we have made slight changes to our proficiency expectations. We anticipate being able to provide release days to our staff in the coming year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4: Establish partnerships with our families and community to increase academic success for all students.

Goal 4

By June 2023, there will be a minimum of 50% increase in attendance/participation at school meetings and family events as measured by attendance records.

Identified Need

It is clear after a review of individual student data, that parent involvement in the education of our students has a measurable affect on academic performance. It was challenging with the return to in-person instruction to engage families in community meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent, committee meetings	Two to three parents at SSC/ELAC meetings, PTA meetings, family meetings (various topics to inform SEL needs of students)	10 - 20 attendees at each meeting

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 with an emphasis on Socioeconomically Disadvantaged, EL students, and Students with Disabilities.

Strategy/Activity

School counselor and principal will hold meaningful family meetings working on various topics pertinent to the success of our students. Provide opportunities to inform parents of student academic needs, and to solicit parent input for increased support of these needs. No impact on the budget.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on Socioeconomically Disadvantaged, EL students, and Students with Disabilities.

Strategy/Activity

Hold parent/teacher/student academic chats at the beginning of each trimester, with the option to attend meetings via Zoom to encourage goal setting, participation, and to support families' needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,350

Source(s)

LCAP G3A6: High Needs Elementaries
(Grimmer, Brier, Blacow, Cabrillo)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on Socioeconomically Disadvantaged, EL students, and Students with Disabilities.

Strategy/Activity

Utilize Student Study Team meetings as a vehicle for communicating academic concerns with families. Budget incorporated into Goal #1.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

With outreach via virtual and paper Thursday folders (fliers, newsletters, etc.) and multiple Bright Arrow announcements for each event, attendance was extremely low for all community events.

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

Due to the emotional impact of the pandemic and the financial toll it played on the lives of families, attendance was lower than expected at school sponsored events. Even with an increased effort to reach out to parents via personal call or contact, attendance remained low at all meetings.

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.

After reviewing the data, the school will look for additional means of communicating and involve students in the meeting agendas.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: Implement strategies to involve students in their learning and interventions to eliminate barriers to success.

Goal 5

By June 2023, all English Learners will improve one level as measured by the ELPAC assessment.

Identified Need

Only 1% of our EL students improved one level from 2019-20 to 2020-21. Five EL students were re-designated as English proficient. Instruction and ELPAC testing were provided virtually, which may account for the lower than expected performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners improving one level on ELPAC testing	1% of students improved one level	100% of students improved one level

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 Learners

Strategy/Activity

Professional Development: three half-day PLC Team release days for each classroom teacher to receive support from district coaches to plan MTSS differentiated lessons utilizing district adopted, grade appropriate materials as well as district instructional guides to teach the California standards and ELD standards with districtwide priority standards in mind. Focus on: What we want students to learn.

*Budget included in goal #2.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Direct and differentiated classroom instruction, GLAD supports, designated and integrated ELD lessons, PLC Team MTSS/ELD rotations, intervention services. Budget included in goal #2.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

While we were unable to hold release days for teachers to collaborate because of the substitute teacher shortage, teachers at each grade level collaborated during weekly PLC meetings to provide English Language Development lessons to our English learners.

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

Funds were allocated by SSC to instructional materials as a result of the lack of substitute teachers to have release days.

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.

Instruction to students will be provided in person. Teachers will be provided release days to assist in planning ELD lessons and to receive support from our ELD coach.

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	\$146,804.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCAP G2A5: Library Money	\$2,940	0.00
LCAP G3A2: Intervention Funds	\$12,348	0.00
LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)	\$131,516	0.00
Low Performing Student Block Grant		

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 (\$)
------------------	-----------------

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

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 (\$)
LCAP G2A5: Library Money	\$2,940.00
LCAP G3A2: Intervention Funds	\$12,348.00
LCAP G3A6: High Needs Elementaries (Grimmer, Brier, Blacow, Cabrillo)	\$131,516.00

Subtotal of state or local funds included for this school: \$146,804.00

Total of federal, state, and/or local funds for this school: \$146,804.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Judy Nye	Principal
Laura Garcia	Other School Staff
Liliana Leon-Franco	Classroom Teacher
Elizabeth Katz	Classroom Teacher
Michael Smith	Parent or Community Member
Hugo Contreras	Parent or Community Member
Lisa Silva	Parent or Community Member
Juana Barajas	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, the number of parent and/or community members and pupil members selected shall equal the number of school members selected.

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 26, 2022.

Attested:

Principal, Judy Nye on 4/26/2022

SSC Chairperson, Laura Garcia on 4/26/2022

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

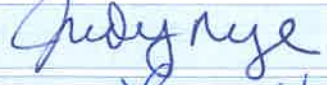
English Learner Advisory Committee	
------------------------------------	---

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 26, 2022.

Attested:

Principal, Judy Nye on 4/26/2022	
SSC Chairperson, Laura Garcia on 4/26/2022	