School Year: **2021-22**

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
El Monte Elementary School	07 61754 6004048	November 1, 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

Comprehensive Support and Improvement

The purpose of this plan is to provide transparency to all stakeholders including parents, staff and community on budget allocation and expenditures beyond base funding of local control funding formula and Title 1, as they relate to improving academic performance for all students.

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.

El Monte Elementary's three goals mirror those of the Mt. Diablo Unified School District. High quality, engaging instruction with equitable access to academic standards, culturally proficient and responsive staff, and parents as partners are key to providing a program for our students that will prepare them for post-graduation success. In an effort to meet these goals, the following are essential components to overall student success: AVID practices in the classroom, Social Thinking and community circles in classrooms, Equity work and professional development for staff, Equity minded curriculum development and professional development in Engage New York and math practices.

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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).

Teachers are given several surveys throughout the year to gather data about the effectiveness of school programs. The fall and spring 2020-2021 Google Forms monitored feedback on success and areas of need of school programs and initiatives such as AVID, Social Thinking and Equity. This information was used by the Principal and Leadership team to inform needs for the 2021-2022 school year. Site leaders for each focus area use this staff given information along with student data to help make professional development plans for staff. The SAS as well as the TFI are given by the PBIS team to ensure we are using our PBIS tools and program with fidelity to best support and shape student behavior and learning. We scored very high on both measures in the 2019-2020 school year showing our growth and fidelity to our PBIS program (these measures were not taken in the 2020-2021 school year due to Distance Learning). Further Google Forms are created and analyzed with next steps to meet staff needs surrounding site initiatives based off of answers.

Additionally, the School Site Council used the 2019-2020 California School Parent Survey to help plan for goals and next steps. Although the sample size is only 46, the results show that most parents feel positive about the climate of the school and their partnership between the home and school. Student council consisting of students in grades 3-5, with the assistance of two teacher leaders, survey students grades K-5 to see how they feel about school safety and their ideas and wishes for community building. Teachers help the student leaders analyze this data and plan student body wide activities and culture building events.

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

Classrooms are visited daily by the Principal. Along with daily and weekly informal visits, each teacher receives a formal observation biyearly. These classroom visits are to ensure the delivery of grade level standards and school wide implementation of El Monte's classroom initiatives of AVID, Social Thinking and delivering curriculum with an Equity lens. District staff visit classrooms from time to time as well and give feedback on how initiatives are fitting into the larger district goals as they take these learning walks with the Principal. Grade level leaders also do visits and meetings regularly with their grade alike colleagues to help support initiatives and ensure fidelity across campus.

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)

Over the course of the school year students are assessed school-wide three times using the iReady diagnostic Assessment in grades K-5 for math and grades 1-5 in English Language Arts. iReady was not available site wide in the 2020-2021 school year, but scores on the 2019-2020 Diagnostic #2 (mid year) indicated that 48.10% of students were on or above grade level in math and 48.31% of students were on or above grade level in ELA. The iReady diagnostic measures student growth and assists teachers with goal setting for individual students as well as helping to create intervention groups both inside and out of the classroom following the RtI model. Teachers have received PD on goal setting in iReady and how to navigate the iReady platform to find reports that best fit their student needs. While the district did not provide iReady for all students for the 2021-22 school year, we purchased it as a site to have site wide aligned data to monitor progress and guide instruction for grades K-5.

Additional formative and summative assessments using accessed in a district data base are are also used in Kindergarten to assess letter name, letter sound and number identification. First and second grades use individually administered RAP progress monitoring to assess student reading growth three times throughout the year. Grades 3-4 use district wide reading and math assessments aligned with state standards and testing to monitor progress and student need. iReady has been purchased by our site so that this school year we can have site wide data from diagnostics and growth monitoring tests in grades K-5.

Teachers give district wide assessments in trimester in the form on a common writing assignment, iO and IAB ELA and Math assessments. Data is examined by teams to reflect on instruction and see what areas they need to review and reteach to optimize student learning and achievement. This year we are looking at the Accelerated Learning model as we look at data to ensure students get access to grade level standards with mini lessons from prior grade levels they may need to support learning based off of the data generated from these assessments.

Due to the COVID-19 school closures and distance learning, students took the CAASPP virtually for the 2020-2021 school year. Various factors could contribute to skewed data as the fact that students took this at home and not in a quiet, predictable school environment. The test has never been taken at home before so it is unclear how these scores truly relate to previous year's scores when students took the test at school.

CAASPP data shows that in ELA in grades 3-5 overall 25% of students met or exceeded standard and in math 19% of students met or exceeded standard. This data is based on 176 students grades 3-5 tested in ELA and 177 students grades 3-5 tested in math.
Additional formative and summative assessments using ESGI for Kindergarten, RAP testing for grades 1-5 and AR for grades 2-5 gives teachers and staff data that is used to monitor student growth and identify areas of need for intervention and referral to CARE team.

CAASPP data shows we have needs in the area of supporting school-wide attendance for all of our students in all subgroups. We will focus intervention and initiatives on promoting the importance of attendance to both students and families and engage staff in rewarding students with improved attendance. Our focus on mental health and community belonging will also support our students in the area of suspension and help them meet school wide educational and behavior expectations. Due to COVID 19 protocols, many students will need to quarantine this school year which may contribute to negative attendance data. We are putting supports into place to ensure these students have access to learning when they are at home, and are easily reintegrated into the school community upon their return.

CAASPP data also shows we need support for all subgroups in math. In ELA data shows that our

subgroups of EL, Hispanic and socioeconomically disadvantaged students need more support.

Our district wide SEL survey taken in October 2021 by all 3-5th graders, based on the CASELs 5 core competencies show that 62.7% of our 3-5th grade students feel safe and comfortable at school. Funds will be dedicated to teacher training, release time to plan class meetings and SEL practices off of these surveys, and after school support with our school counselor to ensure the remainder of students get direct support and instruction to boost their feelings of safety and security at school.

As shown in a study by the Colorado Department of Education (Boland, Mohajeri-Nelson, Pearson, and Aldinger, 2012) First Best Instruction has been shown to create the most growth in Title 1 Schools. Not only will our staff consistently use first best instruction daily, we will utilize Instructional Assistants (IA) in the classroom so that credentialed classroom teachers are running small intervention and enrichment groups based on student data. By the teacher running these fluid groups, they will use the same consistent language and strategies as they did in first best instruction and will be able to pinpoint each student's exact needs. The benefits of teacher led small group instruction while the IA manages the rest of the class are personalized instruction and feedback, the ability to reteach and preteach, and building confidence through collaboration (Van Zant and Volpe, 2018). When students feel more confident and connected to their teacher their school attendance has been shown to increase (OECD 2016). This will directly impact our goal of increasing attendance to decrease our percentage of students who are chronically absent. It has been noted that Social Emotional Teaching in a post pandemic era will be vital in all schools and classrooms. Many students did not have academic or SEL support during school closures and will need intensive support to be able to successfully reenter the classroom(Walker 2020 and Meyer 2021) By using CSI funds to have a counselor on site after school, we ensure we have time to meet in small groups and one on one with students who need that intensive SEL support and direct teaching to be able to access classroom norms and academics. To address the issue of technology access that helps prepare students to be successful on these computerized tests we will purchase more Chromebooks and classroom technology using CSI funds. This use of technology with test prep programs and daily standards based work will help our SED students perform better as the CAASPP will be testing their knowledge vs their emerging computer skills (Russell and Haney, 2000) and will help our teachers have more updated resources to present material with. As we prepare for standardized testing, we committed to using data regularly as a staff. This will help us tailor our instruction based on student need and will also give students targeted instruction at their levels and access to practice online testing. This information that helps us target instruction in a more effective manner will raise student achievement both in class and on state and standardized tests. (NAESP, 2011).

The data gathered from these sources is used to guide Tier 2 and Tier 3 instruction as well as guiding ELD interventions. The data gathered is looked at by various groups to plan professional development and instructional practices to meet the needs of all students.

Teachers use daily assessment in the form of AVID strategies such as four corners, marking the text and structured note taking to assist in making student groupings and intervention groups. Student voice is considered as teachers give surveys to their classes to check in and see what areas they feel confident in and which they need support in. Student council leaders also reflect on student need and concern and plan activities and procedures built into the school day to address them.

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

Grade level teams meet biweekly. Time is used to review student data to modify instruction, refer students to intervention classes during the school day, and refer students for Care Team review and Student Success Team meetings with families.

Teachers review the iReady diagnostic and instruction data for their own classes and for their grade levels at collaboration meetings. This data, combined with classroom performance and grade level common assessments provides further information for their formation of RtI groups and in class guided reading and math groups. Data is shared at least once per trimester with the SSC following the administration of iReady diagnostics. Grade alike teams also take time to plan and flip lessons with an equity lens to ensure all students, families and cultures are represented in El Monte classrooms.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at El Monte Elementary meet state credentialing requirements. Teachers participate in regular professional development to continue to grow their knowledge and keep up with changes in standards, assessments, and best practices.

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

All teachers at El Monte are credentialed and have access to professional development on a regular basis. Topics included Social Thinking, AVID, Teaching with an Equity Lens, Restorative Practices, Improving School Culture, Next Generation Science Standards, iReady Instruction, Google Classroom, and ELA curriculum. Professional Development for 2021-2022 will include, AVID, ELD instruction, Learning Acceleration, Developing Curriculum with an Equity Lens, Social Thinking and Classroom Circles, PBIS Practices, and NGSS aligned lessons.

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

Professional development is aligned to goals outlined in the SPSA. Teachers will bring their knowledge back to the staff as a whole. The PBIS, AVID and Equity teams will share strategies with the whole staff at meetings, as well as model these strategies in classrooms. Collectively, staff will work on continuing to improve school culture through PBIS, AVID, Equity Work and student engagement. These professional developments target staff learning and growth in order to support all students but funds are specifically focused on learning about and supporting SPED, SED, EL, African American and Hispanic students. Parents are partnering with us surrounding cultural learning and are leading PD for our staff as well to help grow our community and family involvement.

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

All teachers have access to district level teachers on special assignment. Teachers receive ongoing instructional assistance with both push in and pull out in Tiers 2 and 3. District level TOSAs spend time with teachers collaborating and coaching teachers on identified needs to improve the overall instructional program. The district math TOSA worked with the whole staff as well as with individual grade levels during release time to improve our instruction with Engage New York. AVID TOSAs are working with staff on ensuring we are following site goals and district AVID goals. Staff meetings are dedicated throughout the year to iReady data analysis as well as to AVID, Equity and Social Thinking implementation. These staff PDs are planned and implemented based off of what assessment data is telling us about student need in terms of SEL and academics as well as based off of staff Google surveys to help meet self identified staff needs.

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

Teachers regularly collaborate with their grade level teams on district designated Wednesdays. Additionally, teachers are offered release time for additional collaboration as needed and as possible. The culture of the school encourages teachers to pursue additional collaboration time for grade level projects or initiatives and share information learned at PD days with their team and staff members. Our Instructional Leadership Team (ILT) has a representative from each grade level. These leaders help to ensure site wide goals are met in each classroom and assist their grade alike partners with initiatives and strategies as needed in the areas of AVID, Social Thinking and Equity.

Teaching and Learning

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

Wonders ELA and ELD are in use in classrooms and considerable professional development time has been spent on effective use of the program. Engage New York is the board adopted program for math and our site has spent considerable time, and will continue to, with our district math TOSA to inform and progress our use of Engage New York in our classrooms. Additionally, supplemental NGSS Engineering is Elementary materials have being purchased with the school science liaison giving sample lessons and training on their use to support implementation of NGSS in classrooms. ELD training has been provided for new teachers. The AVID team have all been trained and AVID certified and share their learning with the rest of the staff.

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

Instructional minutes are submitted to the assistant superintendent each year to monitor compliance to state and district guidelines. Teachers create classroom schedules to use classroom time efficiently and to protect instructional minutes from unnecessary interruptions. Schedules for PE, library, music, garden, enrichment and support, and computer lab are created collaboratively and monitored to reduce disruptions. Teachers are expected to connect all classroom activities to Common Core standards as well as to site based initiatives.

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

El Monte's RtI model allows for scaffolded interventions inside the classroom while teaching with the Learning Acceleration model in mind. Additionally, after school intervention is offered to EL students who need extra support. Teachers regularly review student progress and pacing schedule to meet the needs of students.

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

El Monte is fully Williams Act compliant and all students have access to the standards based materials that have been adopted by the district and approved by the school board.

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

In addition to SBE adopted curriculum, teachers and students have access to additional instructional materials to support CCSS. In addition to iReady instruction, web based programs like Accelerated Reader, Raz Kids, Starfall, Go Noodle, Splash Math, Code.org, Google Classroom, Parent Square and Class Dojo are in use to support both academic and social-emotional needs. Instructional materials from Engage New York, and Engineering is Elementary, as well as Generation Genius and Mystery Science are used to supplement SBE adopted materials in math and science.

Opportunity and Equal Educational Access

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

El Monte Elementary uses Learning Acceleration as well as a Response to Intervention model that utilizes both in class, and small group support for struggling students. We have .375 Instructional Assistants who work on grade level standards with the class allowing the teacher to pull small groups of Tier 2 and 3 students to help raise their skills in both reading and math. The Care Team monitors student progress and makes adjustments as necessary. Our English Learners receive 30 minutes daily of designated ELD support at their level to help them acquire academic and functional English skills as quickly as possible. Additionally, we have a .6 school counselor to help meet the social and emotional needs of students so they can focus on learning. Research based education practices are in place to raise student achievement.

Evidence-based educational practices to raise student achievement

El Monte uses a variety of instructional strategies that are research based for student achievement including AVID strategies, Best Practices, Social Thinking, Equity based curriculum and Restorative Practices.

Parental Engagement

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

All stake holders may participate regularly in School Site Council, English Language Advisory Committee, PTA, and Una Junta meetings and help to plan, implement, and evaluate school programs. Parents have many opportunities to get involved. Our .6 school counselor offers social groups to students and support for any emotional need. Families who are struggling financially may qualify for assistance through the district HOPE program and we have access to free school uniforms for those who need it. We also have an on site community pantry for families who may need shelf stable food items, clothing, hygiene products etc.

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 and community members receive information and engage in conversations related to student learning and positive school climate throughout the year via the school website, newsletters, School Site Council, PTA, Una Junta, Loving Solutions, and parent nights. A community resource position is funded through site funds to help gather and disseminate information and resources to share with our community in both English and Spanish. This person also allows all families access to translation for parent teacher conferences so parents, regardless of language ability, are able to learn about their students academic progress and how they can partner with teachers to support student growth and learning.

Funding

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

All services provided by categorical funds are related to the SPSA. All students performing below proficient have access to RtI during the school day and many have in school pull out interventions with trained professionals. Title 1 funds are dedicated to a community liaison who helps families be actively involved partners in their children's educations. Funds are also spent for targeted after school academic and SEL support focusing on EL, SED and chronically absent students.

Fiscal support (EPC)

Mt. Diablo Unified distributes targeted supplemental funds to support initiatives in the Local Control Accountability Plan and in each school's Single Plan for Student Achievement. For the 2020-2021 school year, El Monte received base funding as well as Title 1, CSI and LCFF funding.

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

Staff was engaged in review and input gathering on the SPSA on 10/6/21. Grade level teams reviewed the 2020-2021 SPSA and evaluated what parts they found effective and noted what changes they would like to see made to programs and fund distribution. School Site Council reviewed and gave input on 9/9/21 as well as 11/1/21. SSC members gave ideas for how to better meet school goals and new ways to engage families and provide student support based on school

goals and initiatives. ELAC and PTA also provided input and feedback on the plan at their October 2021 meetings. Much of the feedback was based off of current COVID protocols and effects of Distance Learning, for instance, putting money towards replacing and upgrading technology and taking money away from assemblies and field trips for this year to ensure student safety and support. Staff and families support continued SEL support and putting funds towards continued Equity work to ensure students see themselves in our materials, books and curriculum.

Resource Inequities

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

The majority of teachers do not speak Spanish which, other than English, is the most dominant language spoken by our EL students and many families.
As a Title 1 site we lack the parental involvement and donations other sites are able to receive. During distance learning we gave out over 300 devices and over 30 hot spots to ensure connectivity for students. We have dedicated site funds to help replace devices that did not come back or were destroyed so that classrooms have access to devices for students as well as to upkeeping our computer lab so that students can access computer based academic assessments. We have added in time for our counselor to support students SEL growth after school. Many students were in isolation due to distance learning and are having difficulties reengaging at the school site in a productive way. This SEL support will help students be successful during the school day with peers and adults and allow them to focus on learning and academic success.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.46%	0.7%	0.7%	2	3	3
African American	4.16%	4.19%	3.8%	18	18	16
Asian	4.16%	7.21%	7.7%	18	31	32
Filipino	2.31%	3.02%	2.2%	10	13	9
Hispanic/Latino	51.96%	50.93%	51.8%	225	219	216
Pacific Islander	0.69%	0.7%	0.5%	3	3	2
White	22.17%	24.65%	20.9%	96	106	87
Multiple/No Response	%	1.16%	7.2%		32	30
			Total Enrollment	433	430	417

Table title: Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	95	87	95
Grade 1	65	72	62
Grade 2	85	68	67
Grade3	53	78	63
Grade 4	72	56	78
Grade 5	63	69	52
Total Enrollment	433	430	417

Table title: Student Enrollment by Grade Level

Conclusions based on this data:

1. El Monte's Hispanic/Latino population continues to increase yearly.

2. The number of families choosing not to reply in regards to which student group they are a part of is growing yearly.

3. Student enrollment is staying mostly consistent year to year.

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	135	140	109	31.2%	32.6%	26.1%
Fluent English Proficient (FEP)	61	59	52	14.1%	13.7%	12.5%
Reclassified Fluent English Proficient (RFEP)	25	14	11	17.0%	10.4%	7.9%

Conclusions based on this data:

1. The percent of EL students yearly has gone down while the percent of RFEP students has increased.

2. The number of EL students has remained mostly the same over the last three years.

3. Instruction needs to honor the language levels of our EL students as well as our EO students.

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	65	68	54	63	67	52	63	66	52	96.9	98.5	96.3
Grade 4	61	68	70	58	68	67	58	68	67	95.1	100	95.7
Grade 5	72	62	67	69	61	60	69	61	60	95.8	98.4	89.6
All	198	198	191	190	196	179	190	195	179	96	99	93.7

* 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	2419.	2424.	2414.	20.63	13.64	21.15	19.05	34.85	17.31	28.57	31.82	36.54	31.75	19.70	25.00
Grade 4	2430.	2443.	2441.	8.62	16.18	14.93	22.41	17.65	22.39	22.41	30.88	29.85	46.55	35.29	32.84
Grade 5	2470.	2487.	2486.	10.14	14.75	15.00	24.64	27.87	28.33	23.19	27.87	23.33	42.03	29.51	33.33
All Grades	N/A	N/A	N/A	13.16	14.87	16.76	22.11	26.67	22.91	24.74	30.26	29.61	40.00	28.21	30.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.46	19.70	19.23	50.79	54.55	53.85	31.75	25.76	26.92
Grade 4	13.79	17.65	14.93	56.90	64.71	50.75	29.31	17.65	34.33
Grade 5	13.04	31.15	25.00	49.28	37.70	45.00	37.68	31.15	30.00
All Grades	14.74	22.56	19.55	52.11	52.82	49.72	33.16	24.62	30.73

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	19.35	10.94	11.54	46.77	59.38	55.77	33.87	29.69	32.69
Grade 4	5.17	10.29	10.45	48.28	54.41	55.22	46.55	35.29	34.33
Grade 5	15.94	21.31	16.67	47.83	44.26	50.00	36.23	34.43	33.33
All Grades	13.76	13.99	12.85	47.62	52.85	53.63	38.62	33.16	33.52

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	17.46	16.67	15.38	66.67	66.67	67.31	15.87	16.67	17.31
Grade 4	10.34	7.35	8.96	60.34	67.65	73.13	29.31	25.00	17.91
Grade 5	11.59	11.48	16.67	65.22	65.57	58.33	23.19	22.95	25.00
All Grades	13.16	11.79	13.41	64.21	66.67	66.48	22.63	21.54	20.11

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	26.98	12.12	17.31	50.79	74.24	55.77	22.22	13.64	26.92
Grade 4	13.79	14.71	7.46	46.55	63.24	58.21	39.66	22.06	34.33
Grade 5	17.39	24.59	20.00	46.38	47.54	38.33	36.23	27.87	41.67
All Grades	19.47	16.92	14.53	47.89	62.05	50.84	32.63	21.03	34.64

Conclusions based on this data:

1. The number of students at or above standard decreased in almost all areas.

2. The smallest amount of students are showing proficiency at writing which needs to be a focus across grade levels.

3. Reading scores decrease from grade 3 to grade 5 so reading needs to be a focus area and tools to analyze and apply reading need to be more consciously woven in to daily instruction for all grades.

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	65	68	54	65	66	53	65	66	53	100	97.1	98.1
Grade 4	61	68	70	58	68	68	58	68	68	95.1	100	97.1
Grade 5	72	62	67	68	61	66	68	61	66	94.4	98.4	98.5
All Grades	198	198	191	191	195	187	191	195	187	96.5	98.5	97.9

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2426.	2425.	2428.	10.77	9.09	16.98	30.77	36.36	24.53	33.85	36.36	35.85	24.62	18.18	22.64
Grade 4	2447.	2438.	2422.	10.34	5.88	1.47	20.69	19.12	13.24	32.76	38.24	51.47	36.21	36.76	33.82
Grade 5	2483.	2492.	2463.	11.76	19.67	13.64	25.00	18.03	12.12	22.06	26.23	25.76	41.18	36.07	48.48
All Grades	N/A	N/A	N/A	10.99	11.28	10.16	25.65	24.62	16.04	29.32	33.85	37.97	34.03	30.26	35.83

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	24.62	19.70	32.08	43.08	48.48	37.74	32.31	31.82	30.19
Grade 4	15.52	16.18	2.94	36.21	29.41	36.76	48.28	54.41	60.29
Grade 5	19.12	34.43	16.67	33.82	18.03	25.76	47.06	47.54	57.58
All Grades	19.90	23.08	16.04	37.70	32.31	33.16	42.41	44.62	50.80

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	21.54	10.61	24.53	49.23	62.12	54.72	29.23	27.27	20.75
Grade 4	15.52	7.35	5.88	48.28	45.59	47.06	36.21	47.06	47.06
Grade 5	11.76	18.03	16.67	42.65	44.26	30.30	45.59	37.70	53.03
All Grades	16.23	11.79	14.97	46.60	50.77	43.32	37.17	37.44	41.71

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	18.46	18.18	22.64	58.46	65.15	52.83	23.08	16.67	24.53
Grade 4	17.24	16.18	7.35	43.10	41.18	42.65	39.66	42.65	50.00
Grade 5	10.29	14.75	12.12	48.53	47.54	37.88	41.18	37.70	50.00
All Grades	15.18	16.41	13.37	50.26	51.28	43.85	34.55	32.31	42.78

Conclusions based on this data:

1. Math scores dip across sub areas in grades 4 and 5. These teachers need math PD and supports to increase student achievement.

2. Math concepts and procedures is our lowest sub area across the grades and needs to be a focus of our math PD and data in this area needs to be further analyzed to guide instruction.

3. 50% or less of our grades 3-5 student are at standard or above in math. PD needs to be provided to teachers to change math instruction to better meet student need and increase achievement.

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	1404.3	1403.7	1417.8	1421.7	1372.6	1361.4	31	30
Grade 1	1440.7	1433.2	1442.9	1442.8	1438.0	1423.1	35	31
Grade 2	1453.2	1422.9	1455.5	1430.8	1450.4	1414.6	17	31
Grade 3	1474.7	1444.9	1476.2	1440.4	1472.7	1449.2	21	15
Grade 4	1511.0	1512.2	1505.9	1500.6	1515.5	1523.3	11	21
Grade 5	1540.0	1372.4	1535.1	1369.7	1544.5	1374.8	17	12
All Grades							132	140

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	35.48	60.00	*	23.33	*	16.67	31	30
1	31.43	12.90	45.71	35.48	*	38.71	*	12.90	35	31
2	*	6.45	*	51.61		22.58	*	19.35	17	31
3	*	6.67	*	33.33	*	46.67	*	13.33	21	15
4	*	14.29	*	57.14	*	19.05	*	9.52	11	21
5	*	8.33	64.71	33.33		16.67		41.67	17	12
All Grades	23.48	7.86	44.70	47.14	16.67	27.86	15.15	17.14	132	140

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	*	6.67	*	66.67	*	10.00	*	16.67	31	30
1	57.14	22.58	*	41.94	*	22.58	*	12.90	35	31
2	*	25.81	*	45.16	*	9.68	*	19.35	17	31
3	*	13.33	*	46.67	*	26.67	*	13.33	21	15
4	*	38.10	*	42.86	*	9.52	*	9.52	11	21
5	82.35	25.00	*	25.00		8.33		41.67	17	12
All Grades	46.21	21.43	28.03	47.14	12.12	14.29	13.64	17.14	132	140

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	58.06	3.33	*	83.33	*	13.33	31	30
1	71.43	54.84	*	32.26	*	12.90	35	31
2	64.71	41.94	*	38.71	*	19.35	17	31
3	*	13.33	57.14	60.00	*	26.67	21	15
4	*	28.57	*	61.90	*	9.52	11	21
5	76.47	0.00	*	58.33		41.67	17	12
All Grades	56.82	27.86	28.03	54.29	15.15	17.86	132	140

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	*	13.33	64.52	70.00	*	16.67	31	30
1	40.00	9.68	37.14	77.42	*	12.90	35	31
2	*	29.03	*	48.39	*	22.58	17	31
3	52.38	40.00	*	46.67	*	13.33	21	15
4	*	52.38	*	33.33	*	14.29	11	21
5	64.71	33.33	*	25.00		41.67	17	12
All Grades	40.15	26.43	44.70	55.00	15.15	18.57	132	140

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	74.19	83.33	*	16.67	31	30
1	37.14	22.58	42.86	51.61	*	25.81	35	31
2	*	6.45	*	61.29	*	32.26	17	31
3	*	0.00	*	53.33	52.38	46.67	21	15
4		4.76	*	76.19	*	19.05	11	21
5	*	8.33	82.35	33.33		58.33	17	12
All Grades	17.42	7.86	56.82	62.86	25.76	29.29	132	140

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	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	*	16.67	54.84	46.67	*	36.67	31	30
1	*	9.68	71.43	64.52	*	25.81	35	31
2	*	3.23	*	74.19	*	22.58	17	31
3	*	6.67	76.19	80.00	*	13.33	21	15
4	*	28.57	*	57.14	*	14.29	11	21
5	*	16.67	*	41.67		41.67	17	12
All Grades	19.70	12.86	62.88	61.43	17.42	25.71	132	140

Conclusions based on this data:

1. Due to the school closure for COVID-19 the students did not complete the ELPAC assessment for the 19-20 school year. Because of this and the incomplete data for the 17-18 school year it is difficult to draw conclusions from this limited data.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
430	**64.4**	**32.6**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	140	32.6
Foster Youth	3	0.7
Homeless	21	4.9
Socioeconomically Disadvantaged	277	64.4
Students with Disabilities	56	13.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	4.2
American Indian	3	0.7
Asian	31	7.2
Filipino	13	3.0
Hispanic	219	50.9
Two or More Races	32	7.4
Pacific Islander	3	0.7
White	106	24.7

Conclusions based on this data:

1. Hispanic and SED students are El Monte's largest populations.

2. American Indian and Pacific Islander students may feel more isolated as they are our least represented student population.

3. Home communication needs to be in multiple languages based on our percent of English Learners.

School and Student Performance Data

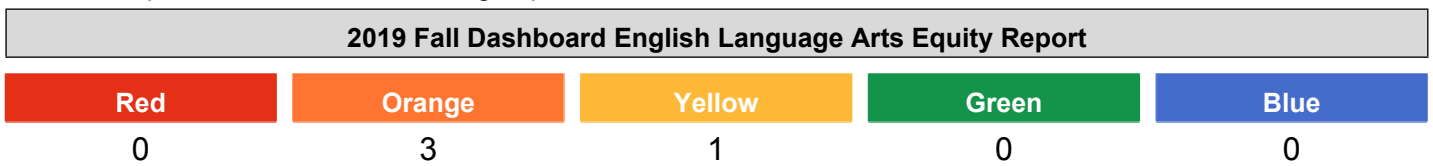## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism needs to be a school area of focus to increase student attendance.

2. Math needs to be a focus area and an area of PD for staff to increase student acheivment.

3. The suspension rate does not reflect accurate need as one student accounted for half of all school suspensions.

School and Student Performance Data

Academic Performance
English Language Arts
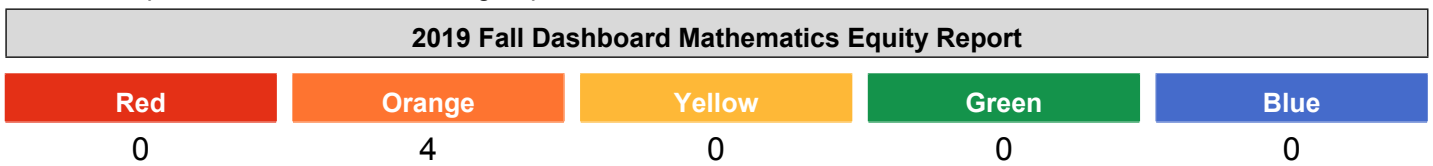
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
20.6 points below standard	39.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.8 points	Maintained -2 points	
176	75	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	39.8 points below standard	91.2 points below standard
	Declined -4.1 points	Declined Significantly -15.3 points
7	121	26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	2	7	7

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Yellow
33.3 points below standard	22.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	1.2 points below standard
Declined -3.4 points	Declined Significantly -16.5 points	1	Declined -13.4 points
95	14		37

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
84 points below standard	3.6 points above standard	7.9 points below standard
Declined -6.2 points	Declined -4.4 points	Declined -9.1 points
37	38	92

Conclusions based on this data:

1. PD and instruction needs to be focused on English Learner progress and development.

2. SED students need to be targeted for growth.

3. White students are the only group performing better than our overall school population.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
40.1 points below standard	53.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.7 points	Declined -8.3 points	
175	75	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	57.4 points below standard	100 points below standard
	Declined Significantly -17 points	Declined -10.4 points
7	121	25

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	2	7	7
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
41.9 points below standard	40.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	35.1 points below standard
Declined -4.1 points	Declined -9 points		Declined Significantly -22.8 points
95	14	1	36

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**
99.6 points below standard	8.8 points below standard	29.5 points below standard
Declined Significantly -24.6 points	Maintained ++2.7 points	Declined -15 points
37	38	91

Conclusions based on this data:

1. Math needs to be an area of focus and PD for all teachers to raise all students' achievement and understanding.

2. EL and SED Students need to be better supported in math practices and conceptual understanding.

3. Hispanic/Latino students need to be better supported in math practices and conceptual understanding.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
55.7 making progress towards English language proficiency
Number of EL Students: 97
Performance Level: High
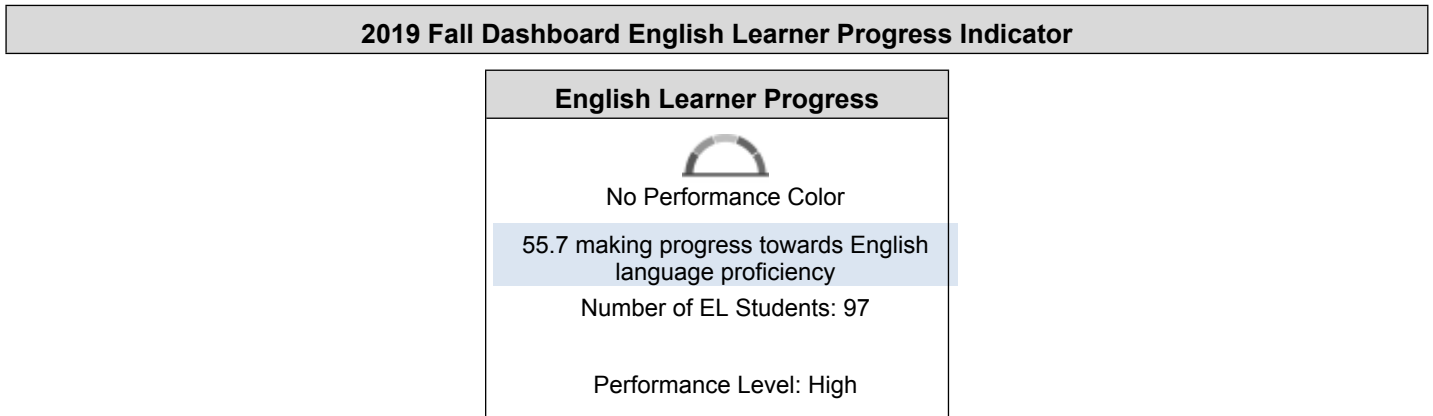
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.3	32.9	2.0	53.6

Conclusions based on this data:

1. We need to continue to focus on our level 3 and 4 students to raise their academic language and push them to Reclassification.

2. Level 1 students performance needs to be analyzed by sub test to see their areas of greatest needs for support.

3. Our number of EL students continues to remain consistent from year to year and needs to be a group we focus on.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

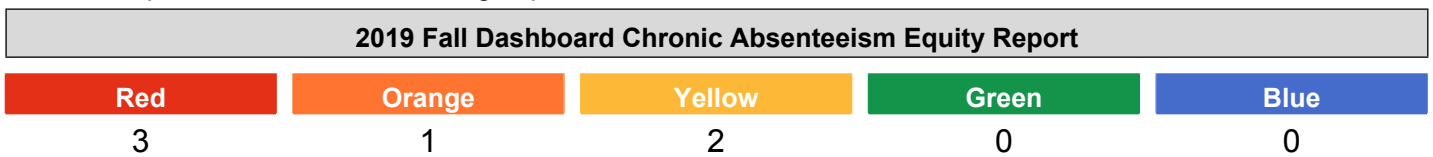**1.**

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	2	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
16.8	17.8	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +7	Increased Significantly +11.8	5
464	157	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Yellow
39.3	20.9	16.4
Increased +25	Increased Significantly +10.5	Declined -2
28	297	67

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
30	Less than 11 Students - Data Not Displayed for Privacy	30.8	7.1
Increased +1.4		Increased +26.2	Declined -7.1
	2		
20		26	14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Yellow	No Performance Color	Orange
15.9	17.4	Less than 11 Students - Data Not Displayed for Privacy	13.2
Increased Significantly +6.4	Declined -0.8		Increased +9.5
		4	
246	46		106

Conclusions based on this data:

1. Chronic Absenteeism has increased and needs to be a school area of focus to ensure students are attending school and learning.

2. SED students have higher rates of Chronic Absenteeism than other student groups.

3. Families and teachers need to be notified of students CA status to help prevent it and find necessary supports moving forward.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.
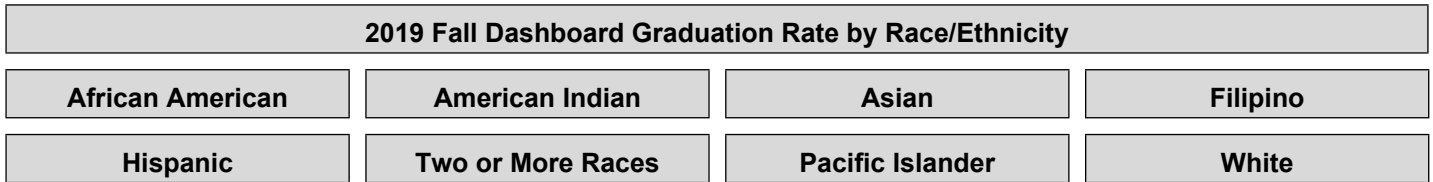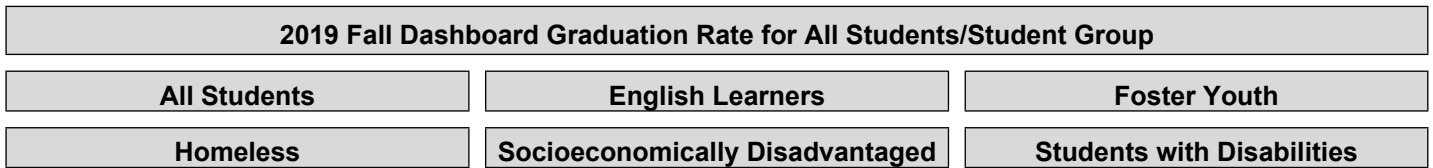
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.
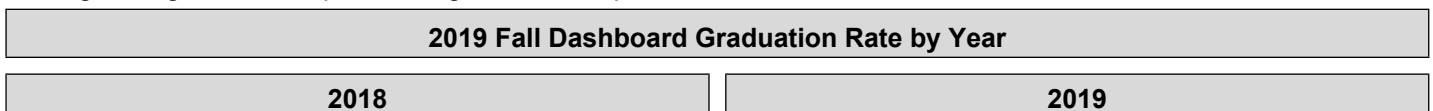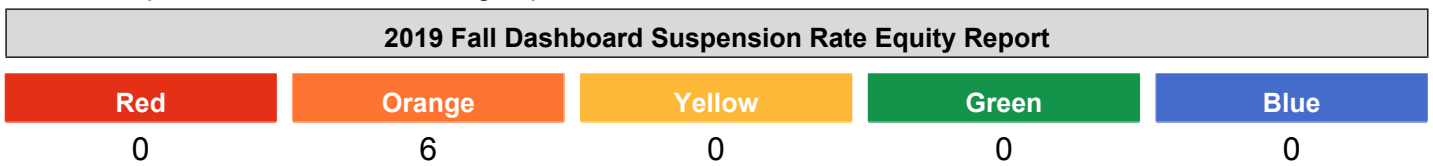
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	6	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
2.7	1.8	Less than 11 Students - Data Not Displayed for Privacy
		5
Increased +1.4	Increased +1.2	
477	163	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0	2.6	4.3
Declined -7.1	Increased +1.2	Increased +1.3
34	304	70

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
5	Less than 11 Students - Data Not Displayed for Privacy 2	3.7	7.1
Declined -4.5		Increased +3.7	Increased +7.1
20		27	14

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	No Performance Color	Orange
1.6	2	Less than 11 Students - Data Not Displayed for Privacy 4	4.6
Increased +0.7	Increased +2		Increased +3.7
253	49		108

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	2.7

Conclusions based on this data:

1. Suspensions have maintained/minimally decreased. This is due to our change in restorative practices and focus on PBIS implementation and fidelity.

2. Homeless students were suspended at a higher rate than other student groups.

3. African American students students were suspended at a higher rate than other student groups.

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

Goal 1

LEA/LCAP Goal

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Goal 1

All students will receive a high quality 21st century education in a safe and welcoming environment and classroom community with equitable high expectations, curriculum and practices free of bias, access to technology and Common Core State Standards that prepare them to be college and career ready as well as to be productive adult members of their community.

Identified Need

Increased academic achievement and improved reclassification rate for EL students.
Intervention and enrichment opportunities before, during, and after school.
Increased positive behavior and academic success incentives.
Increased supervision for student safety.
Decreased behavior referrals and incidents of bullying.
Increased use and implementation of bias free curriculum.
Increase the explicit use of data to make informed decisions regarding academic instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA- Overall grades 3-5	Decreased 50 points from mean scaled score of 2448 to 2398.	Increase Distance From Level 3 from -69 to -30
CASSPP Math- Overall grades 3-5	Decreased 35.9 points from mean scaled score of 2438.6 to 2402.7.	Increase Distance From Level 3 from -77 to -40
CAASPP ELA- English Learners grades 3-5	Decreased 42.5 points from mean scaled score of 2376.1 to 2333.6	Increase Distance From Level 3 from -133 to -90
CAASPP Math- English Learners grades 3-5	Decreased 13 points from mean scaled score of 2365.8 to 2352.8	Increase Distance From Level 3 from -125 to -80
CAASPP ELA- Low Income grades 3-5	Decreased 43 points from mean scaled score of 2427.6 to 2384.6	Increase Distance From Level 3 from -85 to -50

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math- Low Income grades 3-5	Decreased 48.7 points from mean scaled score of 2437.7 to 2389	Increase Distance From Level 3 from -89 to -50
CAASPP ELA- Special Education grades 3-5	Decreased 7.4 points from mean scaled score of 2365.9 points to 2358.5 points	Increase Distance From Level 3 from -99 to -45
CAASPP Math- Special Education grades 3-5	Increased 3.6 points from mean scaled score of 2370 points to 2373.6 points	Increase Distance From Level 3 from -100 to -75
Percentage of students performing at the Tier III level on the IReady #2 (grades 1-5) ELA and Math (based on 2019-2020 test results).	ELA- Decreased from 23% to 19% Math- Decreased from 13% to 12%	ELA- Decrease from 19% to 15% Math- Decrease from 12% to 8%
Percentage of students performing at the Tier I level on the iReady #2 (grades K-5) ELA and Math (based on 2019-2020 test results).	ELA- Decreased from 20%-19% Math-Decreased from 18% to 13%	ELA - Increase from 19% to 25% Math- Increase from 13% to 20%

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

Intervention Staff- academic and mental health (SEL)

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)
50,000	CSI (3282) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) 3 IA's at .4375 each (please see comprehensive needs assessment for further information and explanation)
25,000	Title I (3070)

	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) After school counseling intervention (please see comprehensive needs assessment for further information and explanation)

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

Technology

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)
58,000	CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Classroom technology (iPads, laptops, student computers, chromebooks, LCD/Elmo, etc) (please see comprehensive needs assessment for further information and explanation). This technology will allow teachers to use a variety of resources and strategies to teach in multiple modalities and reach learners in multiple ways. These funds are for items students will use or that directly impact their educational access, not for staff technology.
18,422.79	2020/2021 Title I Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Classroom technology (iPads, laptops, student computers, chromebooks, LCD/Elmo, etc). This technology will allow teachers to use a variety of resources and strategies to teach in multiple modalities and reach learners in multiple ways. These funds are for items students will use or that directly impact their educational access, not for staff technology.
12,000	CSI (3282)

	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Computer Lab (student computers, headphones, etc) (please see pg- of comprehensive needs assessment for further information and explanation). This will allow younger students who do not have 1:1 technology in the classroom to be able to access district and site with assessments to help guide teacher planning and instruction. (please see comprehensive needs assessment for further information and explanation)
29,611.30	2020/2021 Title I Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Software and licensing. This software will augment curriculum and meet students learning needs in a variety of ways.
3,000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Staff Technology (laptops, printers) to allow teachers access to updated technology to use as a teaching tool to reach all students and support teaching and learning.
2,000	Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Software and licensing. This software will augment curriculum and meet students learning needs in a variety of ways.
2,000	Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Staff Technology (laptops, printers) to allow teachers access to updated technology to use as a teaching tool to reach all students and support teaching and learning.
1,500	Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)

	Classroom technology (iPads, laptops, student computers, chromebooks, LCD/Elmo, etc) This technology will allow teachers to use a variety of resources and strategies to teach in multiple modalities and reach learners in multiple ways.

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

All Students

Strategy/Activity

Materials

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)
5,796	Title I (3070) 4000 - 4999 Books and Supplies Supplemental materials to support instruction including materials for ELD and including but not limited to AVID instruction and social thinking.
10,000	2020/2021 Title I Carryover 4000 - 4999 Books and Supplies Books and Materials to support student engagement and increased student outcomes including but not limited to ELD, AVID and Social Thinking.
5,000	Title I (3070) 4000 - 4999 Books and Supplies Library purchase of new books, equity minded books and replacement of worn books. These materials and access to newer diverse literature will help teachers continue their professional learning to ensure all students see themselves in our materials and curriculum and help them connect to what is being taught.
2432	2020/2021 Title I Carryover 4000 - 4999 Books and Supplies Science in the Garden materials and supplies to support our Garden Learning Program to encourage outdoor learning and healthy eating as well as NGSS standards for all students.
1,266	Title I (3070)

	4000 - 4999 Books and Supplies Supplemental materials to support NGSS
1,200	LCFF Supplemental 4000 - 4999 Books and Supplies Supplemental materials to support instruction of students in special education so they can access the curriculum in modified ways as needed to meet IEP goals.
2300	Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Classroom Furniture or facilities upgrades to ensure student safety and access to high quality learning areas.
1603.62	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Classroom Furniture or facilities upgrades to ensure student safety and access to high quality learning areas. .
1000	Title I (3070) 4000 - 4999 Books and Supplies Supplemental material and supplies to support Engage New York instruction. Manipulatives and supplementary material have shown to help our teachers reach all students', especially EL students, when working with the district issued ENY curriculum.
6,066.28	2020/2021 Title I Carryover 4000 - 4999 Books and Supplies Books and materials to support Equity work and curriculum in the classroom. These materials and supplies will help teachers continue their professional learning to ensure all students see themselves in our materials and curriculum and help them connect to what is being taught.

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

All Students

Strategy/Activity

Student Knowledge & Enrichment

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)
500	2020/2021 Title I Carryover 5800 Professional/Consulting Services and Operating Expenditures Field Trips to support classroom learning. Hands on learning experiences for students to connect learning to real world experiences.
500	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Assemblies to support school initiatives and student learning. This will allow students to see hands on and real world examples of the standards they are learning to make deeper connections.
6800	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Science in the Garden Teacher these funds will support our Garden Learning Program to encourage outdoor learning and healthy eating as well as NGSS standards for all students.
7,000	2020/2021 Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Before or after school enrichment and intervention. These groups are specifically designed to support struggling learners with a focus on EL, SED and chronically absent students.
2,000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Before or after school enrichment and intervention. These groups are specifically designed to support struggling learners with a focus on EL, SED and chronically absent students.
5,000	2020/2021 Title I Carryover 5800 Professional/Consulting Services and Operating Expenditures Lunchtime sports program tied to PBIS and SEL. This program helps teach our students to

	play in a structured and productive way and helps reinforce school wide ecxpectations and PBIS practices.

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

Strategy/Activity

Positive School Climate

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

Amount(s)	Source(s)
1,000	Site Discretionary 4000 - 4999 Books and Supplies Social Thinking Materials to support site wide SEL practices and language as well as classroom practices and policies. Having these materials site wide allow students to feel safe and know how to solve problems and share space with one another.
4,200	LCFF Supplemental 4000 - 4999 Books and Supplies Student Store to support PBIS implementation. These materials help encourage students to follow school wide rules and be productive members of our school community.
4000	2020/2021 Title I Carryover 4000 - 4999 Books and Supplies Social Thinking materials to support site wide SEL practices and language as well as classroom practices and policies. Having these materials site wide allow students to feel safe and know how to solve problems and share space with one another.
2000	Title I (3070) 4000 - 4999 Books and Supplies Social Thinking materials to support site wide SEL practices and language as well as classroom practices and policies. Having these materials site wide allow students to feel safe and know how to solve problems and share space with one another.
1,000	Site Discretionary

| | 4000 - 4999 Books and Supplies
Student Store to support PBIS implementation. These materials help encourage students to follow school wide rules and be productive members of our school community. |

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

Student Safety and Supervision

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

Amount(s)	Source(s)
16,816.38	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Student Supervision and Support to ensure student safety and a safe campus at all times.
1,000	LCFF Supplemental 4000 - 4999 Books and Supplies Safety and emergency supplies to ensure in the case of an emergency all students are taken care of and safe.
2,000	LCFF Supplemental 4000 - 4999 Books and Supplies Signage and materials to support student safety and PBIS structures to ensure students and families are aware of school rules, policies and procedures.

Annual Review

SPSA Year Reviewed: 2020-21

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.

It is hard to truly evaluate our last SPSA as it was implemented during Distance Learning. We were able to give every student a device to access distance learning and plan to use funds to replenish lost or damaged devices so that all students have access to technology at school. Due to a solid foundation and access to Social Thinking materials and training, SEL was able to continue with common language and routines during Distance Learning. Continuing this work and putting funds towards growing our Social Thinking program will be vital as we return to in person instruction and every classroom does daily class meetings and community circles. Our commitment to Equity PD and examining our policies, procedures and curriculum with an equity lens has made a large impact on our culture and students feeling safe at school. We will continue this work and look at our academic data with that same lens to find trends with student group achievement and use data to ensure we are meeting all students needs and providing support for each student on campus.

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

We had planned to use the 3 IAs last year. Due to the COVID 19 shut down, we were unable to implement this plan. We are excited to hire these IAs soon and use them to implement teacher led targeted small group instruction, enrichment and intervention. After school enrichment/intervention was not possible last year due to Distance Learning and COVID protocols so we are planning to implement targeted after school "achievement groups" to target our ELs and students who need academic support.

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.

SSC and Staff have looked at our reclassification rates, CAASPP scores, CDE Dashboard and iReady diagnostic results to use data driven plans for instruction and site needs. Implementing IAs and supplying updated Social Thinking, AVID and equity materials are also a priority in order to continue to implement and grow our school wide goals and initiatives.

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

Goal 2

LEA/LCAP Goal

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

Goal 2

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of and inclusive to all students' backgrounds to ensure they are college and/or career ready and with the intention to disrupt patterns of institutionalized racism. Teachers and staff are examining curriculum and practices to ensure they meet the needs of all families and students and that all students see themselves included in our curriculum and have their learning style honored in the work we do.

Identified Need

Professional Development for teachers.
Collaboration time for teachers to analyze data, plan for a cohesive program, participate in committees, and analyze the effectiveness of programs offered at El Monte including but not limited to ELD, special education, PBIS, AVID, next generation science, and STEM.
Professional development for engaging learners in the 21st century and using technology to leverage classroom instruction.
Analyzing and augmenting classroom libraries as well as curriculum choices to ensure they represent our student population as well as the diversity of our school and greater community.
Engaging in Parent PD where parents educate staff members about their students, families, and cultural norms so we can better serve the students in our classroom and families on our campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	0 Suspensions	No more than 5 suspensions. 18-19 we had 11 suspension and in 19-20 we had 4.
Chronic absenteeism rate	8.5% Chronically Absent (missed 18 or more school days).	Keep rate consistent-due to COVID 19 Protocols a reduction in this percentage may not be possible. (The 18-19 rate was 14.3% and 19-20 rate was 13.6%)

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

Release staff to allow teachers to attend professional developments, collaborate, and attend SSTs, IEPs, and other school meetings.

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)
8,000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute Teachers for planning, and collaboration.

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

Teacher Training and Support

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)
4,000	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Workshops and Conferences including but not limited to ELD, PBIS, Special Education, AVID, Equity Practices and instructional strategies. These workshops and conferences will support teachers PLNs and professional learning to continue to grow their knowledge and skills to meet student need, especially of sub groups

	such as African American, Hispanic, EL and SED).
2,500	2020/2021 Title I Carryover 4000 - 4999 Books and Supplies Books and services for PD to support staff in Culturally Relevant Instruction and continued Equity work (book study for monthly staff Equity PD to continue to grow staff capacity to serve all students and meet the needs of all student groups. Possible outside support such as a coach to give professional development to support staff monthly Equity work to continue to grow staff's knowledge of culturally relevant instruction and pedagogy to reach all students).

Annual Review

SPSA Year Reviewed: 2020-21

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.

Social Thinking, AVID and Equity have remained focus areas and teachers participated in PD and release time to implement these strategies during 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.

Teacher Collaboration as planned was not possible due to distance learning. Class meetings and community building activities happened virtually and many on site strategies such as student store and lunchtime rewards that we had built up and implemented the year prior were not possible in distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will focus on Learning Acceleration this year and continue to focus on math. Staff will use data to drive instruction and reevaluate iReady scores as well as district wide benchmarks and assessments regularly throughout the year. Release time, as possible, will be given to teachers to collaborate and examine data and use this to drive instruction to meet student need.

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

Goal 3

LEA/LCAP Goal

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Goal 3

Parents, family, and the community will be informed, engaged and connected as partners with El Monte Elementary to support student learning. Families will be engaged and empowered as partners in their students' education.

Identified Need

Increased partnership between school and home.
Parents feeling El Monte supports families and communities in learning initiatives as well as engages and empowers them to participate in their child's education.
Opportunities for families to learn about PBIS, and academic initiatives.
Opportunities for families to be involved in the educational process at El Monte.
Increased attendance and decreased chronic absenteeism.
Increased participation of ELAC committee in school events and planning.
Parent participation in equity PDs to educate staff about their cultures and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey 2019	95% of parents agree with the statement "school treats all students with respect"	96% of parents agree with the statement "school treats all students with respect"
CA Healthy Kids Survey 2019	90% of parents agree with the statement "school promotes academic success for all students"	95% of parents agree with the statement "school promotes academic success for all students"

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

Attendance Support and Intervention

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

Amount(s)	Source(s)
1,800	LCFF Supplemental 5900 Communications SART/SARB postage
3,000	Title I (3070) 4000 - 4999 Books and Supplies Awards and Incentives to support the reduction of chronic absenteeism including students identified as ELD and SPED.
5,000	CSI (3282) 4000 - 4999 Books and Supplies Awards and Incentives to support the reduction of chronic absenteeism including students identified as ELD, SED and SPED.

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

Parent Engagement/Support

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

Amount(s)	Source(s)
1,200	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Parent Education. To offer parents educational sessions to help support their students academic and social emotional learning.
30,000	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)

Amount(s)	Source(s)
	Resource Persons (Parent Translator) to help communicate with Spanish speaking families in both writing and orally so they have full access to information regarding their child's education.
1,000	LCFF Supplemental 4000 - 4999 Books and Supplies Communication (Postage and Mailings) This will allow us to send families communication via mail regarding grades, attendance, and district informational mailings.
1,000	Title I (3070) 4000 - 4999 Books and Supplies Committees (SSC/Una Junta/PTA) to support the growth of our parent involvement committees.
300	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and snacks for parent meetings and events.
500	Title I Parent Engagement (3068) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) . Fingerprinting cost for Parent Volunteers to allow our SED parents a way to get fingerprinted to help at school.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Family Nights to build home to school partnerships

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)
500	LCFF Supplemental 4000 - 4999 Books and Supplies Science Fair
1248	Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies

	Costs related to organization and running of family nights
435	Title I (3070) 4000 - 4999 Books and Supplies Costs related to organization and running of family nights
200	Site Discretionary 4000 - 4999 Books and Supplies Costs related to organization and running of family nights

Annual Review

SPSA Year Reviewed: 2020-21

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.

Una Junta (ELAC) continues to be a vital part of our school community and is growing larger and stronger. PTA continued to meet to support site goals during Distance Learning. School Site Council supports data driven decision making regarding funding and student achievement and have begun to share this information out with groups such as PTA.

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

Family nights were not possible due to Distance Learning.

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.

Money will be put toward family finger printing to help promote parent volunteering and school involvement by parents. This will promote family's feeling engaged and empowered to help with their students' education.

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	$125,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$352,697.37

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 ($)
2020/2021 Title I Carryover	$85,532.37
CSI (3282)	$125,000.00
LCFF Supplemental	$49,920.00
Site Discretionary	$10,000.00
Title I (3070)	$80,497.00
Title I Parent Engagement (3068)	$1,748.00

Subtotal of state or local funds included for this school: $352,697.37

Total of federal, state, and/or local funds for this school: $352,697.37

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	20,016	10,016.00
LCFF Supplemental	49,920	0.00
Title I Parent Engagement (3068)	1,748	0.00
Title I (3070)	80,497	0.00
2020/2021 Title I Carryover	85,532.37	0.00
CSI (3282)	125,000	0.00

Expenditures by Funding Source

Funding Source	Amount
2020/2021 Title I Carryover	85,532.37
CSI (3282)	125,000.00
LCFF Supplemental	49,920.00
Site Discretionary	10,000.00
Title I (3070)	80,497.00
Title I Parent Engagement (3068)	1,748.00

Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	42,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	96,816.38
4000 - 4999 Books and Supplies	63,143.28
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	136,137.71
5800 Professional/Consulting Services and Operating Expenditures	12,800.00
5900 Communications	1,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	2020/2021 Title I Carryover	7,000.00
4000 - 4999 Books and Supplies	2020/2021 Title I Carryover	24,998.28
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	2020/2021 Title I Carryover	48,034.09
5800 Professional/Consulting Services and Operating Expenditures	2020/2021 Title I Carryover	5,500.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	50,000.00
4000 - 4999 Books and Supplies	CSI (3282)	5,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	CSI (3282)	70,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	8,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	16,816.38
4000 - 4999 Books and Supplies	LCFF Supplemental	10,200.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	5,803.62
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	7,300.00
5900 Communications	LCFF Supplemental	1,800.00
4000 - 4999 Books and Supplies	Site Discretionary	2,200.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Site Discretionary	7,800.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	27,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	30,000.00
4000 - 4999 Books and Supplies	Title I (3070)	19,497.00

5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	4,000.00
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	1,248.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Parent Engagement (3068)	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	292,014.37
Goal 2	14,500.00
Goal 3	46,183.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Erin DeMartini	Principal
Sarah Sarshar	Classroom Teacher
June Kirske	Classroom Teacher
Amy Monaghan	Classroom Teacher
Jamee Longacre	Parent or Community Member
Fred Keller	Parent or Community Member
Dakota Iyall	Parent or Community Member
Kerri Kinnard	Other School Staff
Belem Avila	Parent or Community Member
Shinhong Byun	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
Victoria Ch...	English Learner Advisory Committee
Dawn Edward	District/School Liaison Team for schools in Program Improvement

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 11/01/21.

Attested:

signature	Principal, Erin DeMartini on 11/01/21
signature	SSC Chairperson, Erin DeMartini on 11/01/21