School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

| | |
|---|---|
| **School Name** | North Davis Elementary School |
| **Address** | 555 East 14th St.<br>Davis, CA 95616 |
| **County-District-School (CDS) Code** | 57726786056261 |
| **Principal** | Sarah Roseen |
| **District Name** | Davis Joint Unified School District |
| **SPSA Revision Date** | May 31, 2022 |
| **Schoolsite Council (SSC) Approval Date** | June 6, 2022 |
| **Local Board Approval Date** | June 16, 2022 |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

# School Vision and Mission

The mission of North Davis Elementary School is to provide a working and learning environment in which every member of the school community thrives academically, socially and emotionally. Students, parents, school staff, and community members work together to demonstrate awareness and caring for the well-being of each individual, our school, our community and the world.

# School Profile

North Davis Elementary School is located in the heart of Davis, California, close to downtown, parks, recreation areas, our city library, and Davis Senior High School. Davis is about 15 miles outside of Sacramento, and is home to approximately 70,000 people. Davis is also home to the University of California, Davis, which along with Davis Senior High School, provides our school with unique and enriching opportunities for our students. Interns currently studying at UC Davis and Peer Tutors from Davis Senior High School provide support to our students in almost every classroom. Each year we welcome dozens of elementary students and their families from countries around the world through the UC Davis visiting scholar program, adding to our wonderfully diverse campus. Our students descend from 31 different countries, and approximately one-third of our student population speaks a language other than English.

Our state-reported enrollment for the 2021-22 school year is 513 students. 19.8% of our students qualify for free or reduced lunch, 9.3% of our students are English Language Learners, and 14% of our students receive special education services. We have a full-inclusion program on campus. 49.1% of our students are White, 19.9% Asian, 18.3% Hispanic or Latino, 6.2% Two or More Races, 3.7% African-American, 1.2 % American Indian or Alaskan Native and less than 1% Filipino and Pacific Islander, .

The staff at North Davis Elementary School is committed to providing a welcoming and nurturing environment for all students. We provide a rigorous course of study for every child. We regularly assess to ensure that we are instructing our students appropriately, that we are challenging every student to grow, and that we are providing sufficient enrichment opportunities for students to show their learning in different ways. We support our students' socio-emotional growth by promoting acts of kindness, teaching empathy, encouraging a "growth mindset," and asking them to take risks academically and socially with support and encouragement from staff.

Parents are our partners in the education of their children. Parents play an integral role at our school, providing many of the enrichment opportunities we are so fortunate to offer: art, music, theater, choir, fitness, and more. We involve all families in our school and we celebrate the diversity of our school population. We keep parents informed about the school through Parent Teacher Association, School Site Council, and English Learner Advisory Committee meetings, as well as through electronic communication including, but not limited to, the weekly newsletter. Our goal at North Davis is to continually improve our services to students, and we welcome any and all input from students, staff, families, and the community.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The following school-based committees were consulted as part of the planning process for this SPSA: Leadership, Liaison, PBIS Tier I, PBIS Tier 2 , Parents and Staff conducted a School Site Study. School Site Council heard from staff regarding needed services and made recommendations.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 18-19 | 19-20 | 20-21 |
| Kindergarten | 91 | 66 | 62 |
| Grade 1 | 72 | 76 | 77 |
| Grade 2 | 73 | 70 | 69 |
| Grade3 | 75 | 75 | 65 |
| Grade 4 | 89 | 78 | 76 |
| Grade 5 | 78 | 89 | 78 |
| Grade 6 | 85 | 81 | 87 |
| Total Enrollment | 563 | 535 | 514 |

**Conclusions based on this data:**

**1.**   We have declining enrollment.

# 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 | 120 | 93 | 48 | 21.3% | 17.4% | 9.3% |
| Fluent English Proficient (FEP) | 66 | 87 | 78 | 11.7% | 16.3% | 15.2% |
| Reclassified Fluent English Proficient (RFEP) | 26 | 16 | 24 | 18.6% | 13.3% | 25.8% |

**Conclusions based on this data:**

**1.** The number of EL students on our campus has decreased significantly two years in a row.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 96 | 73 | 68 | 87 | 73 | 0 | 87 | 73 | 0 | 90.6 | 100 | 0.0 |
| Grade 4 | 73 | 87 | 77 | 69 | 85 | 0 | 69 | 85 | 0 | 94.5 | 97.7 | 0.0 |
| Grade 5 | 84 | 77 | 81 | 74 | 75 | 0 | 74 | 75 | 0 | 88.1 | 97.4 | 0.0 |
| Grade 6 | 92 | 87 | 88 | 88 | 79 | 0 | 88 | 79 | 0 | 95.7 | 90.8 | 0.0 |
| All Grades | 345 | 324 | 314 | 318 | 312 | 0 | 318 | 312 | 0 | 92.2 | 96.3 | 0.0 |

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

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

| Overall Achievement for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 2486. | 2468. | | 52.87 | 46.58 | | 29.89 | 21.92 | | 10.34 | 15.07 | | 6.90 | 16.44 | |
| Grade 4 | 2532. | 2513. | | 59.42 | 47.06 | | 18.84 | 23.53 | | 7.25 | 12.94 | | 14.49 | 16.47 | |
| Grade 5 | 2531. | 2572. | | 33.78 | 56.00 | | 32.43 | 20.00 | | 16.22 | 13.33 | | 17.57 | 10.67 | |
| Grade 6 | 2591. | 2550. | | 45.45 | 24.05 | | 31.82 | 39.24 | | 15.91 | 20.25 | | 6.82 | 16.46 | |
| All Grades | N/A | N/A | N/A | 47.80 | 43.27 | | 28.62 | 26.28 | | 12.58 | 15.38 | | 11.01 | 15.06 | |

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

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 52.87 | 49.32 | | 37.93 | 38.36 | | 9.20 | 12.33 | |
| Grade 4 | 60.87 | 47.06 | | 26.09 | 38.82 | | 13.04 | 14.12 | |
| Grade 5 | 47.30 | 53.33 | | 29.73 | 33.33 | | 22.97 | 13.33 | |
| Grade 6 | 50.00 | 32.91 | | 35.23 | 45.57 | | 14.77 | 21.52 | |
| All Grades | 52.52 | 45.51 | | 32.70 | 39.10 | | 14.78 | 15.38 | |

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

| Writing Producing clear and purposeful writing | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 3** | 35.63 | 35.62 | | 54.02 | 47.95 | | 10.34 | 16.44 | |
| **Grade 4** | 52.17 | 36.47 | | 34.78 | 45.88 | | 13.04 | 17.65 | |
| **Grade 5** | 32.43 | 38.67 | | 47.30 | 50.67 | | 20.27 | 10.67 | |
| **Grade 6** | 54.55 | 34.18 | | 35.23 | 45.57 | | 10.23 | 20.25 | |
| **All Grades** | 43.71 | 36.22 | | 43.08 | 47.44 | | 13.21 | 16.35 | |

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

| Listening Demonstrating effective communication skills | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 3** | 41.38 | 24.66 | | 54.02 | 67.12 | | 4.60 | 8.22 | |
| **Grade 4** | 37.68 | 37.65 | | 53.62 | 52.94 | | 8.70 | 9.41 | |
| **Grade 5** | 31.08 | 44.00 | | 58.11 | 46.67 | | 10.81 | 9.33 | |
| **Grade 6** | 34.09 | 17.72 | | 63.64 | 69.62 | | 2.27 | 12.66 | |
| **All Grades** | 36.16 | 31.09 | | 57.55 | 58.97 | | 6.29 | 9.94 | |

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

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 3** | 45.98 | 30.14 | | 48.28 | 52.05 | | 5.75 | 17.81 | |
| **Grade 4** | 50.72 | 36.47 | | 42.03 | 52.94 | | 7.25 | 10.59 | |
| **Grade 5** | 40.54 | 60.00 | | 40.54 | 28.00 | | 18.92 | 12.00 | |
| **Grade 6** | 57.95 | 36.71 | | 30.68 | 44.30 | | 11.36 | 18.99 | |
| **All Grades** | 49.06 | 40.71 | | 40.25 | 44.55 | | 10.69 | 14.74 | |

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

**Conclusions based on this data:**

**1.** The number of students achieving below standard on average and across the board increased between 17-18 and 18-19.

**2.** We do not have current CAASPP data.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 96 | 73 | 68 | 95 | 72 | 0 | 95 | 72 | 0 | 99 | 98.6 | 0.0 |
| Grade 4 | 73 | 87 | 77 | 72 | 85 | 0 | 72 | 85 | 0 | 98.6 | 97.7 | 0.0 |
| Grade 5 | 84 | 77 | 81 | 78 | 77 | 0 | 78 | 77 | 0 | 92.9 | 100 | 0.0 |
| Grade 6 | 92 | 87 | 88 | 89 | 81 | 0 | 89 | 81 | 0 | 96.7 | 93.1 | 0.0 |
| All Grades | 345 | 324 | 314 | 334 | 315 | 0 | 334 | 315 | 0 | 96.8 | 97.2 | 0.0 |

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

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

| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 2500. | 2494. | | 51.58 | 47.22 | | 23.16 | 30.56 | | 20.00 | 11.11 | | 5.26 | 11.11 | |
| Grade 4 | 2535. | 2540. | | 52.78 | 50.59 | | 26.39 | 24.71 | | 13.89 | 17.65 | | 6.94 | 7.06 | |
| Grade 5 | 2538. | 2565. | | 38.46 | 49.35 | | 28.21 | 22.08 | | 15.38 | 10.39 | | 17.95 | 18.18 | |
| Grade 6 | 2600. | 2573. | | 47.19 | 40.74 | | 24.72 | 22.22 | | 14.61 | 20.99 | | 13.48 | 16.05 | |
| All Grades | N/A | N/A | N/A | 47.60 | 46.98 | | 25.45 | 24.76 | | 16.17 | 15.24 | | 10.78 | 13.02 | |

**Overall Achievement for All Students**

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

## Concepts & Procedures
### Applying mathematical concepts and procedures

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 67.37 | 73.61 | | 21.05 | 12.50 | | 11.58 | 13.89 | |
| Grade 4 | 63.89 | 61.18 | | 20.83 | 24.71 | | 15.28 | 14.12 | |
| Grade 5 | 39.74 | 55.84 | | 34.62 | 23.38 | | 25.64 | 20.78 | |
| Grade 6 | 57.30 | 53.09 | | 24.72 | 23.46 | | 17.98 | 23.46 | |
| All Grades | 57.49 | 60.63 | | 25.15 | 21.27 | | 17.37 | 18.10 | |

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

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 3** | 54.74 | 45.83 | | 37.89 | 43.06 | | 7.37 | 11.11 | |
| **Grade 4** | 47.22 | 51.76 | | 43.06 | 38.82 | | 9.72 | 9.41 | |
| **Grade 5** | 39.74 | 45.45 | | 37.18 | 36.36 | | 23.08 | 18.18 | |
| **Grade 6** | 53.93 | 34.57 | | 31.46 | 48.15 | | 14.61 | 17.28 | |
| **All Grades** | 49.40 | 44.44 | | 37.13 | 41.59 | | 13.47 | 13.97 | |

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

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 3** | 60.00 | 52.78 | | 32.63 | 30.56 | | 7.37 | 16.67 | |
| **Grade 4** | 59.72 | 57.65 | | 27.78 | 31.76 | | 12.50 | 10.59 | |
| **Grade 5** | 39.74 | 50.65 | | 47.44 | 33.77 | | 12.82 | 15.58 | |
| **Grade 6** | 52.81 | 37.04 | | 38.20 | 41.98 | | 8.99 | 20.99 | |
| **All Grades** | 53.29 | 49.52 | | 36.53 | 34.60 | | 10.18 | 15.87 | |

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

**Conclusions based on this data:**

**1.** The number of students performing below standard increased slightly on average and across the board from 17-18 to 18-19.

**2.** We do not have current CAASPP data.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 1486.7 | 1398.3 | * | 1492.8 | 1405.0 | * | 1472.5 | 1382.0 | * | 30 | 23 | 8 |
| 1 | 1492.2 | 1531.1 | 1526.5 | 1494.0 | 1520.6 | 1562.3 | 1489.9 | 1541.2 | 1490.3 | 15 | 16 | 15 |
| 2 | 1505.3 | 1533.7 | * | 1514.9 | 1536.4 | * | 1495.1 | 1530.5 | * | 17 | 16 | 9 |
| 3 | 1506.8 | 1520.2 | * | 1514.0 | 1522.4 | * | 1499.0 | 1517.3 | * | 23 | 13 | 6 |
| 4 | 1545.0 | 1526.3 | * | 1545.5 | 1544.2 | * | 1543.9 | 1508.0 | * | 13 | 18 | 8 |
| 5 | 1535.4 | 1557.6 | * | 1543.1 | 1565.4 | * | 1527.3 | 1549.2 | * | 12 | 14 | 6 |
| 6 | * | * | * | * | * | * | * | * | * | * | 9 | 4 |
| All Grades | | | | | | | | | | 114 | 109 | 56 |

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

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 73.33 | 21.74 | * | * | 30.43 | * | * | 21.74 | * | | 26.09 | * | 30 | 23 | * |
| 1 | * | 43.75 | 46.67 | * | 50.00 | 40.00 | | 6.25 | 13.33 | | 0.00 | 0.00 | 15 | 16 | 15 |
| 2 | * | 37.50 | * | * | 50.00 | * | * | 6.25 | * | * | 6.25 | * | 17 | 16 | * |
| 3 | * | 23.08 | * | * | 69.23 | * | * | 7.69 | * | * | 0.00 | * | 23 | 13 | * |
| 4 | * | 61.11 | * | * | 22.22 | * | * | 0.00 | * | | 16.67 | * | 13 | 18 | * |
| 5 | * | 50.00 | * | * | 21.43 | * | * | 14.29 | * | | 14.29 | * | 12 | 14 | * |
| 6 | * | * | * | * | * | * | | * | * | | * | * | * | * | * |
| All Grades | 56.14 | 36.70 | 57.14 | 28.07 | 41.28 | 28.57 | 10.53 | 10.09 | 12.50 | * | 11.93 | 1.79 | 114 | 109 | 56 |

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

| | Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade<br>Level** | **Level 4** | | | **Level 3** | | | **Level 2** | | | **Level 1** | | | **Total Number<br>of Students** | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| **K** | 76.67 | 21.74 | * | * | 17.39 | * | * | 34.78 | * | | 26.09 | * | 30 | 23 | * |
| **1** | 80.00 | 68.75 | 93.33 | * | 31.25 | 6.67 | | 0.00 | 0.00 | | 0.00 | 0.00 | 15 | 16 | 15 |
| **2** | 64.71 | 68.75 | * | * | 18.75 | * | * | 6.25 | * | * | 6.25 | * | 17 | 16 | * |
| **3** | 69.57 | 53.85 | * | * | 46.15 | * | | 0.00 | * | * | 0.00 | * | 23 | 13 | * |
| **4** | * | 61.11 | * | * | 22.22 | * | * | 0.00 | * | | 16.67 | * | 13 | 18 | * |
| **5** | * | 57.14 | * | * | 28.57 | * | * | 0.00 | * | | 14.29 | * | 12 | 14 | * |
| **6** | * | * | * | | * | * | | * | * | | * | * | * | * | * |
| **All Grades** | 71.93 | 54.13 | 80.36 | 18.42 | 24.77 | 14.29 | * | 9.17 | 3.57 | * | 11.93 | 1.79 | 114 | 109 | 56 |

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

| | Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade<br>Level** | **Level 4** | | | **Level 3** | | | **Level 2** | | | **Level 1** | | | **Total Number<br>of Students** | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| **K** | 53.33 | 17.39 | * | * | 30.43 | * | * | 26.09 | * | * | 26.09 | * | 30 | 23 | * |
| **1** | * | 56.25 | 26.67 | * | 18.75 | 46.67 | * | 18.75 | 13.33 | | 6.25 | 13.33 | 15 | 16 | 15 |
| **2** | * | 25.00 | * | * | 37.50 | * | * | 25.00 | * | * | 12.50 | * | 17 | 16 | * |
| **3** | * | 23.08 | * | * | 38.46 | * | * | 38.46 | * | * | 0.00 | * | 23 | 13 | * |
| **4** | * | 27.78 | * | * | 44.44 | * | * | 11.11 | * | | 16.67 | * | 13 | 18 | * |
| **5** | * | 28.57 | * | * | 28.57 | * | * | 28.57 | * | * | 14.29 | * | 12 | 14 | * |
| **6** | * | * | * | * | * | * | | * | * | | * | * | * | * | * |
| **All Grades** | 35.96 | 27.52 | 35.71 | 35.09 | 32.11 | 33.93 | 18.42 | 24.77 | 19.64 | 10.53 | 15.60 | 10.71 | 114 | 109 | 56 |

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

| Grade Level | Well Developed 17-18 | Well Developed 18-19 | Well Developed 20-21 | Somewhat/Moderately 17-18 | Somewhat/Moderately 18-19 | Somewhat/Moderately 20-21 | Beginning 17-18 | Beginning 18-19 | Beginning 20-21 | Total Number of Students 17-18 | Total Number of Students 18-19 | Total Number of Students 20-21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Listening Domain** Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
| K | 90.00 | 21.74 | * | * | 60.87 | * | | 17.39 | * | 30 | 23 | * |
| 1 | 93.33 | 93.75 | 86.67 | * | 6.25 | 13.33 | | 0.00 | 0.00 | 15 | 16 | 15 |
| 2 | 70.59 | 75.00 | * | * | 18.75 | * | * | 6.25 | * | 17 | 16 | * |
| 3 | 56.52 | 46.15 | * | * | 46.15 | * | * | 7.69 | * | 23 | 13 | * |
| 4 | 92.31 | 55.56 | * | * | 27.78 | * | | 16.67 | * | 13 | 18 | * |
| 5 | * | 50.00 | * | * | 28.57 | * | * | 21.43 | * | 12 | 14 | * |
| 6 | * | * | * | * | * | * | | * | * | * | * | * |
| **All Grades** | 76.32 | 52.29 | 69.64 | 17.54 | 34.86 | 28.57 | * | 12.84 | 1.79 | 114 | 109 | 56 |

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

| Grade Level | Well Developed 17-18 | Well Developed 18-19 | Well Developed 20-21 | Somewhat/Moderately 17-18 | Somewhat/Moderately 18-19 | Somewhat/Moderately 20-21 | Beginning 17-18 | Beginning 18-19 | Beginning 20-21 | Total Number of Students 17-18 | Total Number of Students 18-19 | Total Number of Students 20-21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Speaking Domain** Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
| K | 66.67 | 26.09 | * | * | 43.48 | * | * | 30.43 | * | 30 | 23 | * |
| 1 | * | 43.75 | 73.33 | * | 56.25 | 26.67 | | 0.00 | 0.00 | 15 | 16 | 15 |
| 2 | 82.35 | 43.75 | * | * | 50.00 | * | * | 6.25 | * | 17 | 16 | * |
| 3 | 65.22 | 84.62 | * | * | 15.38 | * | * | 0.00 | * | 23 | 13 | * |
| 4 | * | 72.22 | * | * | 11.11 | * | * | 16.67 | * | 13 | 18 | * |
| 5 | * | 71.43 | * | * | 14.29 | * | | 14.29 | * | 12 | 14 | * |
| 6 | * | * | * | | * | * | | * | * | * | * | * |
| **All Grades** | 71.93 | 55.05 | 76.79 | 20.18 | 33.03 | 21.43 | * | 11.93 | 1.79 | 114 | 109 | 56 |

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

| Grade Level | Reading Domain — Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 46.67 | 4.35 | * | 50.00 | 69.57 | * | * | 26.09 | * | 30 | 23 | * |
| 1 | * | 68.75 | 50.00 | * | 25.00 | 28.57 | | 6.25 | 21.43 | 15 | 16 | 14 |
| 2 | * | 25.00 | * | * | 68.75 | * | * | 6.25 | * | 17 | 16 | * |
| 3 | * | 15.38 | * | 56.52 | 61.54 | * | * | 23.08 | * | 23 | 13 | * |
| 4 | * | 27.78 | * | * | 55.56 | * | * | 16.67 | * | 13 | 18 | * |
| 5 | * | 28.57 | * | * | 50.00 | * | * | 21.43 | * | 12 | 14 | * |
| 6 | * | * | * | * | * | * | | * | * | * | * | * |
| All Grades | 35.09 | 25.69 | 41.82 | 47.37 | 54.13 | 41.82 | 17.54 | 20.18 | 16.36 | 114 | 109 | 55 |

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

| Grade Level | 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 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 63.33 | 43.48 | * | * | 30.43 | * | * | 26.09 | * | 30 | 23 | * |
| 1 | * | 50.00 | 20.00 | * | 43.75 | 73.33 | | 6.25 | 6.67 | 15 | 16 | 15 |
| 2 | * | 31.25 | * | 76.47 | 56.25 | * | | 12.50 | * | 17 | 16 | * |
| 3 | * | 46.15 | * | 52.17 | 53.85 | * | * | 0.00 | * | 23 | 13 | * |
| 4 | * | 27.78 | * | * | 55.56 | * | | 16.67 | * | 13 | 18 | * |
| 5 | * | 21.43 | * | * | 71.43 | * | | 7.14 | * | 12 | 14 | * |
| 6 | | * | * | * | * | * | | * | * | * | * | * |
| All Grades | 40.35 | 35.78 | 33.93 | 54.39 | 52.29 | 60.71 | * | 11.93 | 5.36 | 114 | 109 | 56 |

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

**Conclusions based on this data:**

1.

# School and Student Performance Data
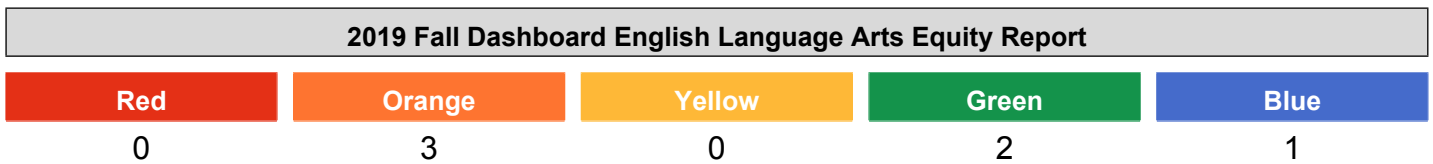
## Student Population

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

| 2020-21 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **514** | **19.8** | **9.3** | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 48 | 9.3 |
| **Foster Youth** | | |
| **Homeless** | 3 | 0.6 |
| **Socioeconomically Disadvantaged** | 102 | 19.8 |
| **Students with Disabilities** | 69 | 13.4 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 17 | 3.3 |
| **American Indian or Alaska Native** | 4 | 0.8 |
| **Asian** | 100 | 19.5 |
| **Filipino** | 5 | 1.0 |
| **Hispanic** | 100 | 19.5 |
| **Two or More Races** | 34 | 6.6 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | 253 | 49.2 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Overall Performance

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

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

| 2019 Fall Dashboard Overall Performance for All Students |
|---|

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts** <br> Green | **Chronic Absenteeism** <br> Orange | **Suspension Rate** <br> Green |
| **Mathematics** <br> Blue | | |

**Conclusions based on this data:**

**1.**  We do not have current dashboard data.

# School and Student Performance Data

## Academic Performance
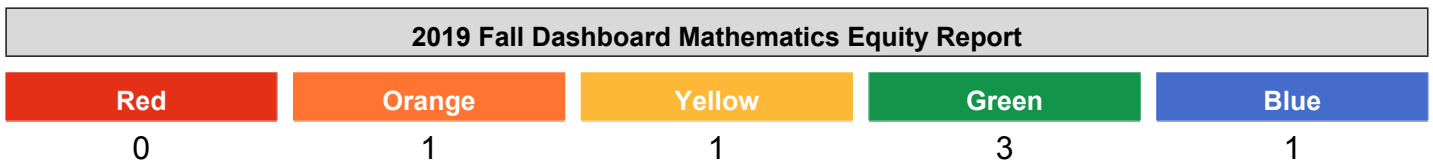## English Language Arts

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

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

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

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

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 | 0 | 2 | 1 |

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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Green | No Performance Color |
| 47.2 points above standard | 12.5 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -5.1 points | Increased ++4.8 points | 1 |
| 292 | 60 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Orange | Orange |
| 0 Students | 12.4 points below standard | 49.3 points below standard |
| | Declined -6.6 points | Declined Significantly -21.5 points |
| | 73 | 47 |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Blue | No Performance Color |
| 10.5 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 74.9 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased ++8.5 points | 2 | Increased ++8.9 points | 1 |
| 15 | | 60 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | No Performance Color | No Performance Color | Green |
| 16 points below standard | 36 points above standard | 0 Students | 68.8 points above standard |
| Declined -10.3 points | Declined Significantly -19.3 points | | Declined -6.5 points |
| 54 | 22 | | 138 |

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** |
| 29.4 points below standard | 63.6 points above standard | 52.3 points above standard |
| Increased ++5.3 points | Increased Significantly ++19.9 points | Declined -7.7 points |
| 33 | 27 | 218 |

**Conclusions based on this data:**
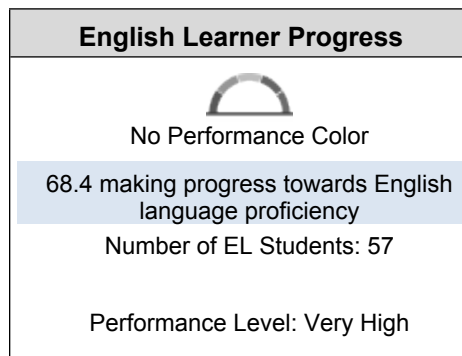
**1.**

# School and Student Performance Data

## Academic Performance
## Mathematics

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

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

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

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

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 1 | 3 | 1 |

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** |
| Blue | Green | No Performance Color |
| 43.5 points above standard | 22 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained -2.8 points | Maintained ++0.6 points | |
| 291 | 59 | 1 |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| | Yellow | Orange |
| | 13.6 points below standard | 45.5 points below standard |
| | Maintained ++1.8 points | Declined Significantly -25.1 points |
| | 72 | 46 |

| 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Green | No Performance Color |
| 36.6 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 81.6 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained -0.8 points | | Declined -10.8 points | |
| | 2 | | 1 |
| 15 | | 60 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | | Blue |
| 23.4 points below standard | 53.4 points above standard | | 61.9 points above standard |
| Increased ++6.4 points | Increased ++6.1 points | | Maintained -2 points |
| 53 | 22 | | 138 |

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** |
| 7 points above standard | 39.8 points above standard | 44.8 points above standard |
| Maintained -2.3 points | Increased ++7.7 points | Maintained -2.8 points |
| 32 | 27 | 218 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

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

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

| 2019 Fall Dashboard English Learner Progress Indicator |
| --- |

| English Learner Progress |
| --- |
| No Performance Color |
| 68.4 making progress towards English language proficiency |
| Number of EL Students: 57 |
| Performance Level: Very 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 |
| 8.7 | 22.8 | 22.8 | 45.6 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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

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

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

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

This section provides number of student groups in each color.

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

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** |
| Orange | Green | No Performance Color |
| 6.1 | 3.6 | Less than 11 Students - Data Not Displayed for Privacy |
| Increased +1 | Declined -2.6 | 6 |
| 595 | 137 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Orange | Green |
| Less than 11 Students - Data Not Displayed for Privacy | 14.5 | 5.6 |
| 3 | Increased +2.5 | Declined -4 |
| | 145 | 89 |

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | Blue | No Performance Color |
| 3.6 | Less than 11 Students - Data Not Displayed for Privacy | 2 | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -6.8 | 5 | Maintained +0.2 | 4 |
| 28 | | 150 | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow | Orange | No Performance Color | Yellow |
| 16.3 | 11.8 | Less than 11 Students - Data Not Displayed for Privacy | 3.7 |
| Declined -1.7 | Increased +9.4 | 0 | Increased +1.9 |
| 104 | 34 | | 270 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data
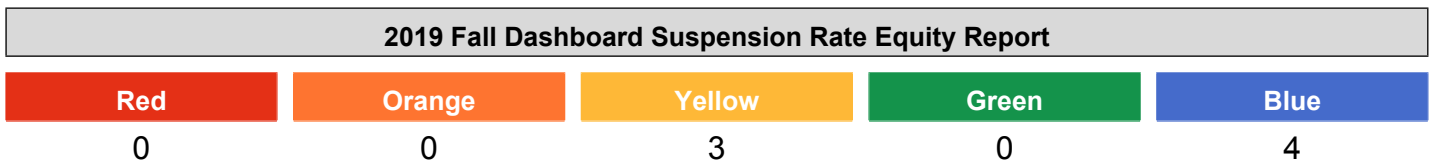
## Conditions & Climate
## Suspension Rate

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

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

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

| Lowest Performance | 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 | 0 | 3 | 0 | 4 |

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** |
| Green | Blue | No Performance Color |
| 0.7 | 0 | Less than 11 Students - Data Not |
| Declined -0.3 | Maintained 0 | 6 |
| 605 | 143 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Yellow | Yellow |
| Less than 11 Students - Data Not | 2.1 | 2.2 |
| 3 | Maintained +0.1 | Maintained -0.2 |
| | 146 | 90 |

| 2019 Fall Dashboard Suspension Rate by Race/Ethnicity |
| --- |

| African American | American Indian | Asian | Filipino |
| --- | --- | --- | --- |
| No Performance Color | No Performance Color | Blue | No Performance Color |
| 6.9 | Less than 11 Students - Data 5 | 0 | Less than 11 Students - Data 4 |
| Maintained +0.2 | | Declined -0.6 | |
| 29 | | 156 | |

| Hispanic | Two or More Races | Pacific Islander | White |
| --- | --- | --- | --- |
| Yellow | Blue | | Blue |
| 0.9 | 0 | | 0.4 |
| Increased +0.9 | Declined -2.4 | | Maintained 0 |
| 106 | 34 | | 271 |

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

| 2019 Fall Dashboard Suspension Rate by Year | | |
| --- | --- | --- |
| **2017** | **2018** | **2019** |
| | 0.9 | 0.7 |

**Conclusions based on this data:**

**1.**

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

21st Century Teaching and Learning

### Goal Statement

Teaching at North Davis Elementary will focus on 21st Century, research-based strategies, as evidenced by professional development made available to educators.

### LCAP Goal

All students will experience 21st Century Teaching and Learning

### Basis for this Goal

In order to be prepared for college and/or the workplace, DJUSD has developed the Graduate Profile. NDE Staff will gain a greater understanding of the Graduate Profile, and receive training specifically aligned to the instruction of these competencies to better serve our students with greatest need.

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Report Cards | TBD | Students will show strength in at least four of the Graduate Profile competencies by year's end as measured by marks on the report card. |

### Planned Strategies/Activities

### Strategy/Activity 1

Professional Development for Staff (ie.PBIS, Restorative Practices, GLAD, Mindful Schools, etc.)

### Students to be Served by this Strategy/Activity

Professional development will focus on strategies to support students with academic or socio-emotional needs as identified by local assessment data, anecdotal data, and SEL screener.

### Timeline

2022-23

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 4,840 |
| **Source** | Title I Part A: Allocation |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Professional Development |

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Close Opportunity Gap

### Goal Statement

All Students will reach a 80% proficiency rate on ELA and Math i-Ready Diagnostic #3 in the Spring of 2023. We will close the achievement gap for our African American and Hispanic/Latino students in Reading and Math.

### LCAP Goal

Davis Joint Unified School District educators will close the Opportunity Gap

### Basis for this Goal

i-Ready Assessment Data

Reading Diagnostic #1
All Students: 73% on grade level or above
African American Students: 67% on grade level or above (-6%)
Hispanic Latino Students: 56% on grade level or above (-17%)

Reading Diagnostic #2
All Students: 79% on grade level or above
African American Students: 69% on grade level or above (-10%)
Hispanic Latino Students: 68% on grade level or above (-11%)

Math Diagnostic #1
All Students: 62% on grade level or above
African American Students: 26% on grade level or above (-36%)
Hispanic Latino Students: 36% on grade level or above (-26%)

Math Diagnostic #2
All Students: 72% on grade level or above
African American Students: 56% on grade level or above (-16%)
Hispanic Latino Students: 41% on grade level or above (-31%)

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| i-Ready Diagnostic Assessments | See above. | We will see an increased number of African American and Hispanic/Latino students perform on grade level on the i-Ready assessments. |

## Planned Strategies/Activities

### Strategy/Activity 1

Provide Math and Reading Intervention

## Students to be Served by this Strategy/Activity

Students identified as needing reading and/or math intervention

## Timeline

2022-23

## Person(s) Responsible

Principal, MTSS Team

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 18,000 |
| **Source** | Title I Part A: Allocation |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Math Para-educator time in addition to .4875 district-funded |

| | |
|---|---|
| **Amount** | 18,000 |
| **Source** | Title I Part A: Allocation |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Reading Para-educator time in addition to .975 district-funded |

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Safe and Inclusive Environments

### Goal Statement

All Students will feel safe and supported at North Davis Elementary School. NDE students will know and understand how to access supports for academic and socio-emotional support. We will see 10% fewer discipline referrals than 2021-22..

### LCAP Goal

Classrooms and school communities will be inclusive and safe communities

### Basis for this Goal

The pandemic has created challenges that no one could have planned for. We are going to stay the course, and continue to provide Tier I and Tier II behavioral and socio-emotional supports for our students.

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Behavior data (SWIS) | TBD | 10% fewer DRs |

## Planned Strategies/Activities

## Strategy/Activity 1

.2 FTE Counselor

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2022-23

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 5965 |
| **Source** | LCFF - Base |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |

| Description | .2 FTE Counselor |
|---|---|
| Amount | 10390 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | .2 FTE Counselor |

# Strategy/Activity 2

.75 CICO Facilitator

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2022-23

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

| Amount | 12,085 |
|---|---|
| Source | LCFF - Base |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | CICO Facilitator |

| Amount | 16,330 |
|---|---|
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | CICO Facilitator |

# Strategy/Activity 3

Implementation of Tier 2 PBIS

## Students to be Served by this Strategy/Activity

All students

## Timeline

2022-23

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 6,000 |
| **Source** | Title I Part A: Allocation |
| **Budget Reference** | 5000-5999: Services And Other Operating Expenditures |
| **Description** | Professional Development and other expenses related to Tier 2 Interventions and Supports |

# Strategy/Activity 4

Playground Management

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2022-23

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 5,000 |
| **Source** | Title I Part A: Allocation |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Playground Supervision and Games Coordinator |

# Strategy/Activity 5

Campus Supervisor

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2022-23

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 5,000 |
| **Source** | Title I Part A: Allocation |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Campus Safety Supervisor |

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

## Goal 1

Teaching at North Davis Elementary will focus on 21st Century, research-based strategies, as evidenced by professional development made available to educators.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Report Cards | Students will show strength in at least four of the Graduate Profile competencies by year's end as measured by marks on the report card. | Students showed growth over the course of the year in the Graduate Profile indicators. |

## Strategies/Activities for Goal 1

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | | Professional Development 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4,840 | |

## Analysis

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

Limited professional development was provided and requested due to the effects of the pandemic.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

n/a

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

see above

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.

While we made gains in the Graduate Profile indicators, those gains cannot be correlated to professional development. We will keep this goal the same for the coming school year.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

## Goal 2

Hispanic/Latino and African American students will reach a 80% proficiency rate on ELA and Math i-Ready Diagnostic #2 in the Spring of 2022.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| i-Ready Diagnostic Assessments | We will see an increased number of African American and Hispanic/Latino students perform on grade level on the i-Ready assessments. | |

## Strategies/Activities for Goal 2

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Provide Math and Reading Intervention | Reading Intervention | Math Para-educator time in addition to .4875 district-funded 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 18,000 | 0 |
| | | Reading Para-educator time in addition to .975 district-funded 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 18,000 | 18000 |
| | | | Science Equipment 4000-4999: Books And Supplies Title I Part A: Allocation 1100 |
| Science Equipment | Science Equipment | | |

## Analysis

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

Reading intervention continued as in years passed. Math support was not hired due to staffing shortages and staff bandwidth.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

2020-21 Data:
i-Ready Assessment Data

Reading Diagnostic #1
All Students: 73% on grade level or above
African American Students: 67% on grade level or above (-6%)
Hispanic Latino Students: 56% on grade level or above (-17%)

Reading Diagnostic #2
All Students: 79% on grade level or above
African American Students: 69% on grade level or above (-10%)
Hispanic Latino Students: 68% on grade level or above (-11%)

Math Diagnostic #1
All Students: 62% on grade level or above
African American Students: 26% on grade level or above (-36%)
Hispanic Latino Students: 36% on grade level or above (-26%)

Math Diagnostic #2
All Students: 72% on grade level or above
African American Students: 56% on grade level or above (-16%)
Hispanic Latino Students: 41% on grade level or above (-31%)

2021-22 Data:

Reading Diagnostic #1
All Students: 53% on grade level or above
African American Students: 26% on grade level or above (-27%)
Hispanic Latino Students: 39% on grade level or above (-14%)

Reading Diagnostic #3
All Students: 75% on grade level or above
African American Students: 69% on grade level or above (-6%)
Hispanic Latino Students: 65% on grade level or above (-10%)

Math Diagnostic #1
All Students: 36% on grade level or above
African American Students: 18% on grade level or above (-18%)
Hispanic Latino Students: 15% on grade level or above (-21%)

Math Diagnostic #3
All Students: 71% on grade level or above
African American Students: 44% on grade level or above (-27%)
Hispanic Latino Students: 52% on grade level or above (-19%)

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Math para was not hired.

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 keep goal the same, and work to increase math intervention.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

## Goal 3

All Students will feel safe and supported at North Davis Elementary School. NDE students will know and understand how to access supports for academic and socio-emotional support. We will see 10% fewer discipline referrals than 2019-20.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Behavior data (SWIS) | 10% fewer DRs | |

## Strategies/Activities for Goal 3

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| .2 FTE Counselor | .2 FTE Counselor | .2 FTE Counselor 1000-1999: Certificated Personnel Salaries LCFF - Base 6,000 | 1000-1999: Certificated Personnel Salaries LCFF - Base 6000 |
| | | .2 FTE Counselor 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 10,000 | 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 10000 |
| CICO Facilitator .15 FTE | Kindergarten Instructional Support | | 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4000 |
| CICO Facilitator .75 FTE | CICO Facilitator .75 FTE | 2000-2999: Classified Personnel Salaries LCFF - Base 12085 | 2000-2999: Classified Personnel Salaries LCFF - Base 12085 |
| | | 2000-2999: Classified Personnel Salaries LCFF - Supplemental 16330 | 2000-2999: Classified Personnel Salaries LCFF - Supplemental 16330 |
| | PBIS Support/Ocean Outlet | | 4000-4999: Books And Supplies Title I Part A: Allocation 7000 |
| Campus Safety Supervisor | | Campus Safety Supervisor 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 5,000 | 0 |

# Analysis

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

Our school counselor and CICO facilitators have been instrumental to our school and building a safe and inclusive environment. We were able to add campus supervisors and recess managers with district covid relief and bond dollars related to the unique circumstances this year. We were able to add some supplemental services and supplies with the savings in these areas. Changes approved by SSC 3/7/22 and 4/11/22.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We did not meet our goal. In fact, we saw an increase in behavior and behavior referrals. We also saw a drastic increase in mental health needs.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

see able

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 keep the original goal and services.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 101,610.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| LCFF - Base | 18050 | 0.00 |
| LCFF - Supplemental | 26720 | 0.00 |
| Title I Part A: Allocation | 56840 | 0.00 |

# Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF - Base | 18,050.00 |
| LCFF - Supplemental | 26,720.00 |
| Title I Part A: Allocation | 56,840.00 |

# Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 21,195.00 |
| 2000-2999: Classified Personnel Salaries | 74,415.00 |
| 5000-5999: Services And Other Operating Expenditures | 6,000.00 |

# Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 5,965.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 12,085.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 10,390.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 16,330.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 4,840.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 46,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 6,000.00 |

# 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

4 Parent or Community Members

| Name of Members | Role |
|-----------------|------|
| Sarah Roseen | Principal |
| Nichole Arnold | Parent or Community Member |
| Candice Burdick | Parent or Community Member |
| Sarah Dhah | Parent or Community Member |
| Ali Loge | Parent or Community Member |
| Laureen Ginn | Classroom Teacher |
| Cathryn Huser | Classroom Teacher |
| Heidi Rennison | Other School Staff |
| Kelly Valdepena | Classroom Teacher |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|

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 6/6/2022.

Attested:

Principal, Sarah Roseen on 6/6/22

SSC Chairperson, Nichole Arnold on 6/6/22