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
Central Elementary School	37-68221-6038731	December 6, 2021	December 14, 2021

Purpose and Description

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

Schoolwide Program

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

The 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 SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

Table of Contents

Comprehensive Needs Assessment Components

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

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

Central uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" and the Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

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

At all schools in the National School District, the expectation is for principals to be in classrooms, observing instruction and learning. In addition to these daily visits, each school has three visits from executive cabinet each year. During the cabinet visits, discussions of district initiatives take place and feedback to staff and the principal is provided. All walk-through information is used to determine next steps and the level to which the actions of the SPSA are being implemented.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The District's thematic goal "Now and Then" provides the foundation for the direction of our site efforts, Common Core Standards, Parent Engagement and Technology. To support the district-wide vision, our school will focus on an instructional design to support the implementation of the Common Core State Standards while taking into consideration what we have learned from our past and what we can use from our experiences for our future.

Central School has implemented the UCI Mathematics framework and has been implementing the Benchmark Literacy ELA adoption for two years. We will continue to use formative, as well as, summative assessments to guide our instruction. In addition to using IReady assessment data in lieu of the CAASPP assessment results to evaluate the yearly program, teachers will meet in Data Teams, staff meetings, and collaboration days to monitor student progress on the formative assessments provided in Math and ELA.

Spanish-speaking students enrolled in the Spanish to English Transition (SET) program (Kindergarten - third), receive primary language instruction using district adopted core materials along with Spanish-English Biliteracy Transfer (SEBT) instructional resources to transfer literacy skills to English. All English learners participate in a designated, leveled English language development program for up to 40 minutes, four times weekly using the ELD curriculum in Benchmark and providing opportunities for integrated ELD in the different content areas during classroom instruction. Teachers have received training on how to integrate English language development into their ELA instruction for the purpose of integrated ELD. English Learners in kindergarten and those in all grades with limited English skills utilize Imagine Learning software to help accelerate their acquisition of English.

Students in the Special Day classes supplement the core curriculum with Cambium Learning's Language! program, Read Well or the Unique Learning System to address their learning needs. Targeted students utilize the iReady and Read About computer programs to develop comprehension and vocabulary skills.

The iReady reading and mathematics software program supports the standards-based curriculum at Central School in kindergarten through sixth grade students. All students also have access to online software in GO Math.

We are committed to providing rich and meaningful learning experiences for each and every student. Students are supported in learning critical thinking skills and the content knowledge required by the grade level Common Core State Standards in writing, mathematics and reading.

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

Central School complies with and monitors implementation of instructional time for English Language Arts, Mathematics, English Language Development and Physical Education. The school also offers additional time for students requiring intervention in acquiring literacy and Mathematics. Additional time for differentiated instruction throughout the day is provided for at-risk students' targeted goals. Differentiated instruction is also provided for students of all levels.

Impact teachers are hired to provide small-group support in the reading labs. Impact teachers support the Language Arts Specialists by providing instruction to small groups of students with additional literacy support. Our Language Arts Specialist provides a forum for ongoing communication between impact teachers and staff. Impact teachers and regular education teachers are used to supplement language arts and math instruction.

In 2020, Impact teachers and the Language Arts Specialist supported early literacy in grades first and second through the implementation of an instructional grouping structure called DIVE (Differentiated Instruction Via Everyone) formally known as KnewSpace. We invested in early literacy in order to be able to increase the amount of students reading at grade level by third grade in order to provide students the skills needed in order to meet the demands of the Common Core State Standards. Due to the pandemic, and the shortage of personnel we have postponed any implementation of DIVE.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Central School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system.   iReady Reading and Mathematics computer assessments are used for diagnostic purposes and ongoing progress monitoring. Grade-levels use the data team process to design common formative assessments used to make instructional decisions.

Students who are having difficulty performing at grade level standard at Central School are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Teachers have been trained in Response to Instruction & Intervention (RtI2), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been implemented in kindergarten through sixth grade. Grade level RtI meetings are held approximately every 8 weeks to discuss specific students, research-based strategies, goals and next steps. The progress of Tier 1 students is monitored monthly while the progress of Tier 2 and Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and communication. In addition to classroom interventions, additional resources may include the before and after school REACH program, or math, reading and language supplementary intervention classes both before and after school.

As discussed previously, Central School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions for common problems. Effective strategies are discussed and areas for improvement are analyzed. Primary grades focus in on SIPPs outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Staff in grades Kindergarten through 2nd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments and SEBT assessments. Upper grade teaching staff is also involved in analyzing data on the literacy assessments from the language arts adoption. In writing, teaching staff is using Common Core rubrics from the Learning Headquarters program to assess student development.

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

The National School District recruits and retains only teachers that are Highly Qualified in accordance with ESSA requirements. At Central School all teachers are Fully Qualified in accordance with ESSA requirements. The staff at Central School is involved in ongoing professional development linked to the Common Core state Standards. Instructional planning is driven by the review of student outcomes on assessments that target focus standards. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance.

Annually, a plan for staff development is designed based on the review of specific site data, including IREADY Reading & Mathematics, CELDT, SBAC and district multiple measures assessments. The SBAC results are traditionally analyzed as an ongoing measurement to ensure that our students meet grade level Common Core Standards. However, since the pandemic did not allow us to administer the SBAC, we are using IReady data as our primary data to base our analysis on. The plan is developed through the collaborative efforts of the principal, site leadership team, site resource and teaching staff along with the School Site Council. Staff development days are planned to train staff on areas identified for improvement or enhancement. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Throughout the year a number of early release Thursdays are provided for site-based professional development. Instructional Design to implement the Common Core State Standards are the focus of district staff development and supported by site-based activities.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site administrators, Language Arts Specialist, Resource Specialist, and through grade level or job-alike colleagues.

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

The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support. Additionally, NSD's Educational Services partners with site administration to provide ongoing professional development.

The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using Panorama.

Central School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

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

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site administrators, the Language Arts Specialist, Resource Specialist, and through grade level colleagues. Teachers also have an opportunity to visit different classrooms on campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

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

As discussed previously, Central School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Our data team meetings are structured and calendared. The focus of an individual meeting is determined by where the grade-level is at in terms of the unit – pre-assessment data review and lesson design, monitoring or "mid-assessment" student work review and examining the cause and effect data, post-assessment data review and post-assessment. Effective strategies that are known to produce student achievement gains are discussed and areas for improvement are analyzed. Grade-level collaboration days are also included in the calendar throughout the year on Thursday minimum days. Teachers can plan lessons and gather materials for appropriate instruction.

Teaching and Learning

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

Three years ago, the National School District purchased new English Language Arts instructional materials. The district has purchased materials from Benchmark as well as American Reading Company. Teacher input was heavily considered in making this decision. Houghton Miffllin Harcourt's Go Math! is the adopted math text, and has been approved by the state of California as being standards aligned.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their daily and weekly schedule to school administration to ensure adherence to the District guidelines.

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

All ELA and Math units are paced out in order to ensure that grade level standards are taught to mastery and that units provide time for differentiated instruction and reteaching of standards if necessary.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

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

A Language Arts specialists and Impact teachers work with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in Math, Language Arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Engagement

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

Using Local Control Accountability funding, schools have had the support of a Parent Engagement resource teacher since 2019-2020 who has assisted schools in increasing parent engagement and has helped to support the school/home connection at school sites.

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)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

Funding

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

1. Before and after school classes
2. Imagine Learning, and other computer-based learning programs
3. Impact teachers that help reduce the ratio of students to teachers, and also provide targeted intervention in ELA and Math.
4. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

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 SPSA is presented and time is allowed for discussion and input from stakeholders. Discussion involves how resources and funding are being used in order to improve student achievement. The plan is reviewed in the fall, mid-year, and spring with the School Site Council, ELAC membership, and then presented to staff for review.

The process used to gather information was through input from ELAC, community/parents, and staff.

Resource Inequities

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

Two years ago we were using Systematic Phonics and Phonemic Awareness and Sight Words (SIPPS) in our classrooms, however the SIPPS kits were incomplete and outdated. Therefore, we inventoried the existing kits and set aside funding in order to purchase the most updated SIPPS kits. Now every teacher in kindergarten through second grade have new SIPPS kits to target Foundational Skills instruction.

Two years ago teachers were teaching foundational skills instruction during the traditional small group center rotations in primary grades. We noticed that students were not receiving targeted instruction to meet their individual needs since they were leveled by data that was too broad within the groups. Therefore, we implemented a new structure called DIVE (Differentiated Instruction Via Everyone) formally known as KnewSpace in order to correctly group kids by leveling them based on their individual assessments. We set aside funding to hire four Impact Teachers to help support this structure in order to personalize each students' Foundation Skills instructional plan. Each child was leveled with other students within the grade level that had like needs in order to streamline our instruction and meet their needs. This structure requires small group instruction. We plan on resuming the implementation of DIVE once it is safe to do so and we are able to hire additional personnel to fill the Impact Teacher positions.

Two years ago we were able to offer before school interventions in grades 5th and 6th grades, however teachers focused on their own students. We noticed that we needed to offer further support to more students throughout the grade level. We set aside funding to provide both before and after school interventions. In spring of 2020 we invited close to 90 students to participate in an after school intervention to address both English Language Arts and Mathematics. Students were identified using CAASPP data, and provided this intervention. Targeted students that were Nearly Met on the CAASPP were invited to participate between January 2020 and April 2020. When the pandemic began we had to close our school and we were unable to see the results of the intervention on the SBAC since the SBAC was not administered.

Last year the resource inequities truly revolved around access to the internet and technology. Fortunately we were able to offer hotspots to those families who did not have internet as well as devices for 100% of our students. However, technology is not the only inequity. Having an adult around to help students log in every morning was also a challenge for some families. Last year during the months of November and December we were able to invite up to 24 students in the morning and 24 students in the afternoon to receive academic support from contracted tutors through SWING, a substitute teacher/tutor providing company. This opportunity made it possible for small cohorts of students to attend school in person and participate in their online classes at school with the support of tutors.

This year our we are back for In-Person instruction. However, with being back in person, this has brought forward new challenges. Since the beginning of the school year we have had to quarantine approximately 12 classes up to now. By having to quarantine students at home, this has continued to impact teaching and learning. Although teachers are able to post assignments on Schoology as they did during the school closures, this does not replace in person instruction. Students needing to go home with symptoms has also impacted our attendance. We know that attendance directly affects student achievement, and this has been our major challenge this year. Given the fact that we have many students who have experienced learning loss as a result of the pandemic, having a higher rate of absences has continued to challenge us in being able to meet the needs of all students. In addition, due to the pandemic and the shortage of teachers, it has been difficult to hire additional Impact Teachers to help support our students who are in need of additional intervention.

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%	%		0	
African American	1.38%	1.4%	1.5%	8	8	8
Asian	1.72%	1.4%	0.9%	10	8	5
Filipino	8.1%	6.49%	7.7%	47	37	42
Hispanic/Latino	85%	87.72%	87.3%	493	500	479
Pacific Islander	0.17%	0.18%	0.2%	1	1	1
White	1.72%	1.05%	0.9%	10	6	5
Multiple/No Response	%	0.18%	1.1%		9	6
			Total Enrollment	580	570	549

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	98	89	83
Grade 1	79	85	71
Grade 2	75	80	84
Grade3	84	81	81
Grade 4	72	76	80
Grade 5	79	74	74
Grade 6	93	85	76
Total Enrollment	580	570	549

Student Enrollment by Grade Level

Conclusions based on this data:

1. Our population of all student groups has steadily declined for our school from 2018/2019 to 2020/2021.

2. Our Hispanic population, which at one point was growing, has declined over the last year. One reason that has contributed to this has been families relocating during the pandemic.

3. Our total population of students continues to decline. From 2018/2019 t0 2021/2022 our total population decreased by 85 students.

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	348	335	281	60.0%	58.8%	51.2%
Fluent English Proficient (FEP)	71	79	71	12.2%	13.9%	12.9%
Reclassified Fluent English Proficient (RFEP)	42	52	26	10.6%	14.9%	7.8%

Conclusions based on this data:

1. Our total of English Learners decreased by 67 students from 2018/2019 to 2020/2021.

2. The percentage of Fluent English Proficient students has not significantly increased over the years. From 2018/2019 to 2020/2021 the percentage of students meeting the FEP criteria has remained flat, with only a .7% increase form 2018/2019.

3. After increasing the percentage of Reclassified Fluent English Proficient students at Central from 0% to 14.9% between 2017/2018 to 2019/2020, our percentage decreased to 7.8%. However, this was during the school closures due to the pandemic.

School and Student Performance Data

Diagnostic Results - Math

Diagnostic Results

i-Ready

School	Central Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **437/494**

1% 2%	39%	35%	24%

◉ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	◉ Three or More Grade Levels Below
3 Students	9 Students	170 Students	152 Students	103 Students

Placement by Domain

- Number and Operations (NO)
- Algebra and Algebraic Thinking (ALG)
- Measurement and Data (MS)
- Geometry (GEO)

Switch Table View	Show Results By
Placement Summary	Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	◉	●	●	●	◉	Students Assessed/Total
Grade K		4%	2%	94%	0%	0%	50/62
Grade 1		0%	2%	45%	53%	0%	64/75
Grade 2		2%	2%	27%	69%	0%	51/60
Grade 3		0%	0%	22%	43%	35%	74/79
Grade 4		0%	5%	29%	29%	37%	65/72
Grade 5		0%	4%	30%	18%	48%	71/78

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/19/21 | Page: 1/2

Diagnostic Results

i-Ready

School	Central Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⛔	Students Assessed/Total
Grade 6		0%	0%	39%	31%	31%	62/68

Conclusions based on this data:

1. During our MTSS Leadership meeting in September, the team noticed that Numbers and Operations is the domain that our students score the lowest on out of the four domains, followed by Geometry, Algebra and Algebraic Thinking, and finally Measurement and Data.

2. Of the different grade levels that take the i-Ready Math assessment, only third grade and sixth grade are not recording any students in the Met or Above Grade Level or Early On Grade Level ranges.

3. According to the first diagnostic of the i-Ready Math assessment, more than half (59%) of the students are scoring at the Below Grade Level ranges. Thirty nine percent are scoring at the One Grade Level Below, and 3% is scoring at or above grade level.

School and Student Performance Data

Diagnostic Results - Reading

Diagnostic Results

i-Ready

School	Central Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement

Students Assessed/Total: **437/494**

4%	8%	36%	30%	22%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
16 Students	37 Students	156 Students	132 Students	96 Students

Placement by Domain

Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Literature (LIT)
Comprehension: Informational Text (INFO)

Switch Table View

Placement Summary

Show Results By

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	⬤	●	●	●	⬤	Students Assessed/Total
Grade K		4%	15%	81%	0%	0%	48/62
Grade 1		2%	5%	55%	38%	0%	65/75
Grade 2		8%	6%	34%	52%	0%	50/60
Grade 3		3%	8%	20%	35%	34%	74/79
Grade 4		3%	9%	31%	22%	34%	67/72

Curriculum Associates

10/19/21 | Page: 1/2

Diagnostic Results

i-Ready

School	Central Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⛔	Students Assessed/Total
Grade 5		1%	8%	20%	34%	37%	71/78
Grade 6		6%	10%	23%	26%	35%	62/68

Conclusions based on this data:

1. During our MTSS Leadership meeting in September, the team noticed that Vocabulary is the domain that our students score the lowest on out of the four domains when we looked at the different grade level data. The team decided that a school wide focus on Vocabulary instruction can contribute to our Literature and Informational Text Comprehension. Therefore, the data provided us the information we needed to arrive at this school wide focus.

2. Unlike in Math, out of all the grade levels, all grades have students scoring at the On Grade Level or Above Grade Level ranges.

3. According to the first diagnostic of the i-Ready Reading assessment, more than half (52%) of the students are scoring at the Below Grade Level ranges. Thirty six percent are scoring at the One Grade Level Below, and 12% is scoring at or above grade level.

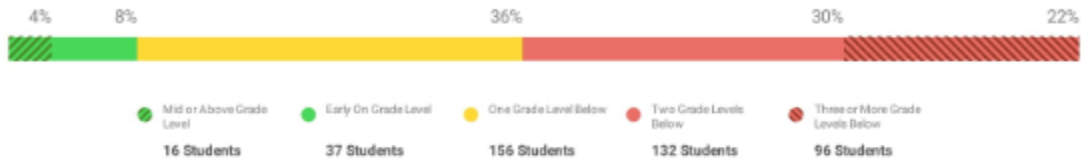# School and Student Performance Data

EL Diagnostic Results - Math

Diagnostic Results   i-Ready

School	Central Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **437/494**

1%	2%	39%	35%	24%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
3 Students	9 Students	170 Students	152 Students	103 Students

Placement by Domain

- Number and Operations (NO)
- Algebra and Algebraic Thinking (ALG)
- Measurement and Data (MS)
- Geometry (GEO)

Switch Table View	Show Results By
Placement Summary	English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	◐	●	●	●	◒	Students Assessed/Total
Yes - English Learner		1%	1%	31%	39%	28%	266/300
No - English Learner		0%	4%	51%	28%	17%	171/194

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com   10/19/21 | Page: 1/1

Conclusions based on this data:

1. Of our 300 ELL students, 266 total students were assessed on the iReady Math assessment. Of those 266 students we have 2% of the students scoring at the on grade level and above grade level ranges.

2. In speaking with staff, the fact that last year during the school closures, students did not have access to manipulatives and the ability to work collaboratively with other students in the same way that students are able to work when in person. This has contributed to the current levels of performance on the first initial iReady Math assessment.

3. When comparing the data for All Students and ELLs, the same trends are present. Both populations are performing better in the area of Algebra and Algebraic Thinking as well as Measurement and Geometry.

School and Student Performance Data
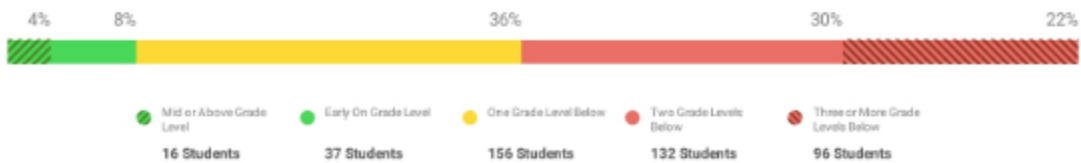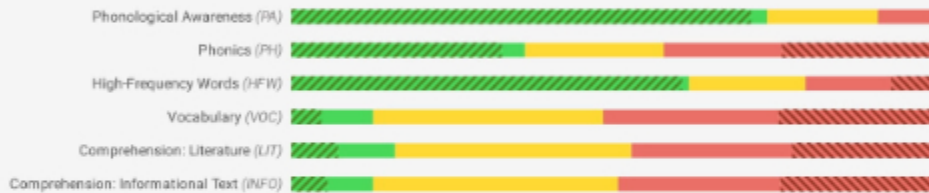
EL Diagnostic Results - Reading

Diagnostic Results

i-Ready

School	Central Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **437/494**

4%	8%	36%	30%	22%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
16 Students	37 Students	156 Students	132 Students	96 Students

Placement by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)

Switch Table View	Show Results By
Placement Summary	English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	🌀	🟢	🟡	🔴	🚫	Students Assessed/Total
Yes - English Learner		2%	5%	30%	34%	30%	267/300
No - English Learner		6%	14%	45%	25%	10%	170/194

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/19/21 | Page: 1/1

Conclusions based on this data:

1. Of the 300 ELLs that are eligible to take the iReady Reading assessment, 267 took the diagnostic 1 assessment. Of those 267 students, 7% have scored at the On Grade Level and Above Grade Level ranges.

2. When comparing the results of the English Language Learners and the Non English Language Learner results of the iReady diagnostic 1 assessment, ELLs are performing at a rate of less than half compared to Non English Language Learners in the On Grade Level and Above Grade Level ranges. ELLs- 7% Non ELLs- 20%

3. The area of Vocabulary is traditionally an area that ELL students have difficulty with on the iReady assessment. Therefore, this year the MTSS Leadership Team has decided to set a school wide focus on Vocabulary. We are receiving Professional Development from our District Resource Teachers and expect that the new strategies we are learning will contribute to overall growth in Vocabulary as well as Comprehension.

School and Student Performance Data

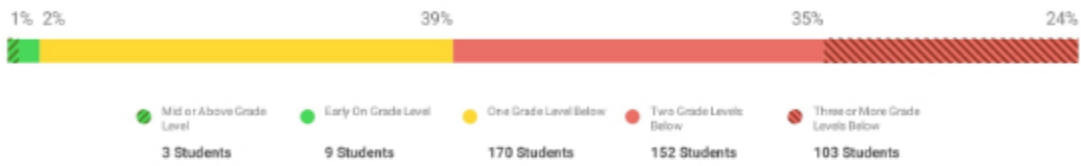## Special Education Diagnostic Results - Math

Diagnostic Results

i-Ready

School	Central Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **437/494**

1% | 2% | 39% | 35% | 24%

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	3 Students	9 Students	170 Students	152 Students	103 Students

Placement by Domain

- Number and Operations (NO)
- Algebra and Algebraic Thinking (ALG)
- Measurement and Data (MS)
- Geometry (GEO)

Switch Table View	Show Results By
Placement Summary	Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	⊘	●	●	●	⊘	Students Assessed/Total
Yes - Special Education		3%	0%	18%	34%	45%	65/98
No - Special Education		0%	2%	42%	35%	20%	372/396

10/19/21 | Page: 1/1

Conclusions based on this data:

1. This report demonstrates that we have 98 students in our total who are considered students with disabilities. Of those 98, 65 students took the iReady assessment. However, not all of our students with disabilities take the iReady assessment, such as our students in our Severe Special Day Classes. Therefore these percentages may be skewed.

2. Of our 98 students that are included in the total, at least 25 students do not take the iReady assessment.

3. As with all student populations, Number and Operations is the area that students score the lowest on Diagnostic 1 of the iReady Math assessment.

School and Student Performance Data

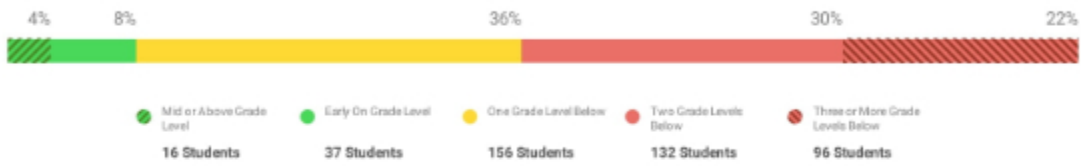## Special Education Diagnostic Results - Reading

Conclusions based on this data:
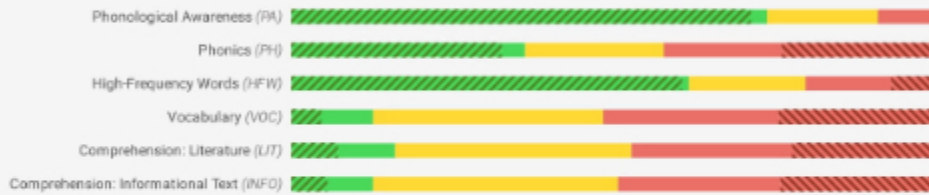
1. When looking at the results of the iReady Reading Diagnostic 1 Assessment, All Students score at 12% in the green band, which is On Grade Level or Above. Our Students With Disabilities had 5% of the population scoring at the On Grade Level or Abov.

2. Our Students with Disabilities have 23% of the students scoring in the yellow band, which is one grade level below, while the All Student population has 38% scoring one grade level below.

3. Our Students with Disabilities have 72% of the students scoring in the red band, which is two or more grade levels below, while the All Student population has 49% scoring one grade level below.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

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	77	79	78	75	76	0	75	76	0	97.4	96.2	0.0
Grade 4	79	76	77	78	76	0	78	76	0	98.7	100	0.0
Grade 5	84	79	70	83	77	0	83	77	0	98.8	97.5	0.0
Grade 6	93	89	77	92	88	0	92	88	0	98.9	98.9	0.0
All Grades	333	323	302	328	317	0	328	317	0	98.5	98.1	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	2405.	2395.		20.00	19.74		18.67	15.79		22.67	30.26		38.67	34.21	
Grade 4	2456.	2437.		20.51	17.11		23.08	17.11		25.64	26.32		30.77	39.47	
Grade 5	2486.	2464.		18.07	14.29		25.30	28.57		24.10	18.18		32.53	38.96	
Grade 6	2528.	2535.		22.83	17.05		28.26	40.91		26.09	23.86		22.83	18.18	
All Grades	N/A	N/A	N/A	20.43	17.03		24.09	26.18		24.70	24.61		30.79	32.18	

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

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	22.67	15.79		36.00	47.37		41.33	36.84	
Grade 4	17.95	15.79		53.85	47.37		28.21	36.84	
Grade 5	22.89	22.08		44.58	38.96		32.53	38.96	
Grade 6	22.83	23.86		45.65	48.86		31.52	27.27	
All Grades	21.65	19.56		45.12	45.74		33.23	34.70	

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	13.33	9.21		37.33	50.00		49.33	40.79	
Grade 4	17.95	11.84		46.15	51.32		35.90	36.84	
Grade 5	18.07	18.18		45.78	37.66		36.14	44.16	
Grade 6	26.09	21.59		42.39	60.23		31.52	18.18	
All Grades	19.21	15.46		42.99	50.16		37.80	34.38	

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.

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	21.33	9.21		57.33	64.47		21.33	26.32	
Grade 4	12.82	13.16		61.54	64.47		25.64	22.37	
Grade 5	13.25	15.58		59.04	55.84		27.71	28.57	
Grade 6	13.04	14.77		67.39	71.59		19.57	13.64	
All Grades	14.94	13.25		61.59	64.35		23.48	22.40	

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	26.67	22.37		41.33	48.68		32.00	28.95	
Grade 4	33.33	15.79		47.44	53.95		19.23	30.26	
Grade 5	24.10	23.38		51.81	36.36		24.10	40.26	
Grade 6	42.39	34.09		43.48	47.73		14.13	18.18	
All Grades	32.01	24.29		46.04	46.69		21.95	29.02	

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 overall number of students meeting and exceeding the ELA standards remained relatively the same from 2018 to 2019. The total percentage of students meeting or exceeding standard decreased by 1%.

2. As a result of decreasing 11 points in the distance from standard, this keeps our school within the Orange band on the LCAP color status.

3. The growth percentile in English Language Arts is 67 which represents average growth. Students in our case grew 5 scale score points greater than similar students.

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	77	79	78	77	77	0	77	77	0	100	97.5	0.0
Grade 4	79	76	77	78	76	0	78	76	0	98.7	100	0.0
Grade 5	84	79	70	84	77	0	84	77	0	100	97.5	0.0
Grade 6	93	89	77	92	89	0	92	89	0	98.9	100	0.0
All Grades	333	323	302	331	319	0	331	319	0	99.4	98.8	0.0

Overall Participation for All Students

* 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	2398.	2397.		9.09	5.19		22.08	28.57		28.57	29.87		40.26	36.36	
Grade 4	2451.	2435.		8.97	9.21		26.92	21.05		28.21	30.26		35.90	39.47	
Grade 5	2473.	2460.		10.71	10.39		14.29	16.88		29.76	22.08		45.24	50.65	
Grade 6	2533.	2510.		22.83	16.85		22.83	17.98		26.09	33.71		28.26	31.46	
All Grades	N/A	N/A	N/A	13.29	10.66		21.45	21.00		28.10	29.15		37.16	39.18	

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.

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	14.29	14.29		35.06	40.26		50.65	45.45	
Grade 4	19.23	18.42		30.77	27.63		50.00	53.95	
Grade 5	16.67	23.38		29.76	20.78		53.57	55.84	
Grade 6	34.78	22.47		29.35	38.20		35.87	39.33	
All Grades	21.75	19.75		31.12	31.97		47.13	48.28	

Concepts & Procedures
Applying mathematical concepts and procedures

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	16.88	10.39		37.66	55.84		45.45	33.77	
Grade 4	11.54	13.16		43.59	42.11		44.87	44.74	
Grade 5	8.33	9.09		40.48	37.66		51.19	53.25	
Grade 6	22.83	14.61		42.39	41.57		34.78	43.82	
All Grades	15.11	11.91		41.09	44.20		43.81	43.89	

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	18.18	14.29		48.05	51.95		33.77	33.77	
Grade 4	12.82	17.11		48.72	38.16		38.46	44.74	
Grade 5	13.10	6.49		40.48	42.86		46.43	50.65	
Grade 6	28.26	15.73		38.04	48.31		33.70	35.96	
All Grades	18.43	13.48		43.50	45.45		38.07	41.07	

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 overall percentage of students meeting and exceeding standards decreased from 2018 to 2019 by 4%.

2. As a result of decreasing 13 points in the distance from standard, this keeps our school within the Orange band on the LCAP color status.

3. The growth percentile for Central School is 55 which represents average growth. Students in our case grew 2 scale score points greater than similar students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	1396.3	1407.5		1406.3	1418.9		1372.6	1380.5		69	59	0
1	1430.3	1428.7		1432.9	1441.2		1427.1	1415.8		54	49	0
2	1467.2	1460.1		1461.7	1459.8		1472.3	1459.9		69	53	0
3	1480.0	1471.1	1461.2	1473.7	1461.6	1464.5	1485.8	1480.1	1457.5	43	36	48
4	1496.4	1509.2	1465.0	1485.4	1517.4	1464.0	1506.9	1500.6	1465.5	41	40	53
5	1504.9	1513.6	1485.9	1498.1	1501.0	1472.7	1511.1	1525.6	1498.8	36	30	37
6	1490.9	1503.0	1529.1	1475.5	1499.0	1523.3	1505.9	1506.6	1534.3	24	25	30
All Grades	1472.3			1467.1			1475.5			336	292	168

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	15.94	6.78		24.64	23.73		30.43	55.93		28.99	13.56		69	59	
1	*	6.12		*	22.45		29.63	36.73		33.33	34.69		54	49	
2	37.68	15.09		34.78	22.64		*	37.74		18.84	24.53		69	53	
3	*	2.78	14.58	41.86	44.44	22.92	30.23	27.78	33.33	25.58	25.00	29.17	43	36	48
4	*	20.00	9.43	58.54	42.50	32.08	*	22.50	33.96	*	15.00	24.53	41	40	53
5	*	16.67	13.51	55.56	50.00	29.73	*	26.67	40.54	*	6.67	16.22	36	30	37
6	*	8.00	23.33	*	36.00	33.33	*	40.00	26.67	*	16.00	16.67	24	25	30
All Grades	18.75	10.62	14.29	35.71	32.19	29.17	23.21	36.99	33.93	22.32	20.21	22.62	336	292	168

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

Oral Language Percentage of Students at Each Performance Level for All Students																		
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	24.64	8.47		26.09	37.29		20.29	38.98		28.99	15.25		69	59	
1	35.19	20.41		22.22	18.37		*	40.82		27.78	20.41		54	49	
2	52.17	24.53		21.74	26.42		*	28.30		17.39	20.75		69	53	
3	*	8.33	31.25	44.19	44.44	31.25	*	19.44	12.50	25.58	27.78	25.00	43	36	48
4	36.59	47.50	28.30	36.59	32.50	33.96	*	10.00	16.98	*	10.00	20.75	41	40	53
5	30.56	36.67	18.92	47.22	50.00	51.35	*	6.67	13.51	*	6.67	16.22	36	30	37
6	*	20.00	30.00	*	44.00	40.00	*	24.00	16.67	*	12.00	13.33	24	25	30
All Grades	32.14	22.60	27.38	31.25	34.25	38.10	16.07	26.37	14.88	20.54	16.78	19.64	336	292	168

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

Written Language Percentage of Students at Each Performance Level for All Students																		
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	3.39		*	18.64		57.97	62.71		27.54	15.25		69	59	
1	*	4.08		*	18.37		*	32.65		53.70	44.90		54	49	
2	37.68	11.32		18.84	18.87		17.39	32.08		26.09	37.74		69	53	
3	*	2.78	8.33	*	22.22	10.42	37.21	41.67	37.50	41.86	33.33	43.75	43	36	48
4	*	5.00	0.00	39.02	37.50	24.53	31.71	30.00	37.74	*	27.50	37.74	41	40	53
5	*	13.33	10.81	55.56	23.33	21.62	*	46.67	45.95	*	16.67	21.62	36	30	37
6	*	0.00	20.00	*	20.00	26.67	*	40.00	23.33	*	40.00	30.00	24	25	30
All Grades	14.88	5.82	8.33	21.73	22.26	20.24	31.55	41.44	36.90	31.85	30.48	34.52	336	292	168

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

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	44.93	1.69		37.68	83.05		17.39	15.25		69	59	
1	46.30	32.65		27.78	46.94		25.93	20.41		54	49	
2	66.67	28.30		20.29	56.60		*	15.09		69	53	
3	25.58	5.56	18.75	60.47	63.89	60.42	*	30.56	20.83	43	36	48
4	36.59	45.00	26.42	56.10	50.00	54.72	*	5.00	18.87	41	40	53
5	*	6.67	32.43	69.44	86.67	54.05	*	6.67	13.51	36	30	37
6	*	8.00	23.33	45.83	76.00	53.33	*	16.00	23.33	24	25	30
All Grades	42.26	19.18	25.00	41.67	65.07	55.95	16.07	15.75	19.05	336	292	168

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

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	20.29	15.25		43.48	57.63		36.23	27.12		69	59	
1	22.22	8.16		42.59	67.35		35.19	24.49		54	49	
2	46.38	15.09		28.99	56.60		24.64	28.30		69	53	
3	34.88	22.22	43.18	37.21	50.00	34.09	27.91	27.78	22.73	43	36	44
4	46.34	42.50	38.64	36.59	47.50	40.91	*	10.00	20.45	41	40	44
5	58.33	60.00	24.32	*	30.00	54.05	*	10.00	21.62	36	30	37
6	*	28.00	41.38	58.33	44.00	48.28	*	28.00	10.34	24	25	29
All Grades	35.71	24.32	37.01	38.10	52.74	43.51	26.19	22.95	19.48	336	292	154

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	*	0.00		69.57	84.75		23.19	15.25		69	59	
1	20.37	16.33		27.78	34.69		51.85	48.98		54	49	
2	42.03	7.55		26.09	64.15		31.88	28.30		69	53	
3	*	2.78	8.33	62.79	55.56	37.50	37.21	41.67	54.17	43	36	48
4	*	10.00	3.77	63.41	60.00	56.60	*	30.00	39.62	41	40	53
5	*	26.67	18.92	58.33	53.33	54.05	*	20.00	27.03	36	30	37
6	*	0.00	23.33	*	36.00	33.33	62.50	64.00	43.33	24	25	30
All Grades	17.56	8.56	11.90	48.21	58.22	46.43	34.23	33.22	41.67	336	292	168

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	21.74	25.42		46.38	50.85		31.88	23.73		69	59	
1	*	4.08		37.04	46.94		46.30	48.98		54	49	
2	20.29	11.32		65.22	49.06		*	39.62		69	53	
3	*	5.56	8.33	62.79	72.22	60.42	32.56	22.22	31.25	43	36	48
4	*	7.50	3.77	70.73	75.00	62.26	*	17.50	33.96	41	40	53
5	*	3.33	10.81	66.67	83.33	67.57	*	13.33	21.62	36	30	37
6	*	24.00	33.33	79.17	64.00	56.67	*	12.00	10.00	24	25	30
All Grades	16.96	11.99	11.90	58.33	60.27	61.90	24.70	27.74	26.19	336	292	168

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. Speaking and Listening are the two domains where students are demonstrating more success, however the percentage of students scoring at the proficient level in the overall score decreased by 12%.

2. Within the Speaking and Listening domains, student performance decreased by 36% between 2018 and 2019.

3. Within the Reading and Writing domains, student performance decreased by 16% between 2018 and 2019.

School and Student Performance Data
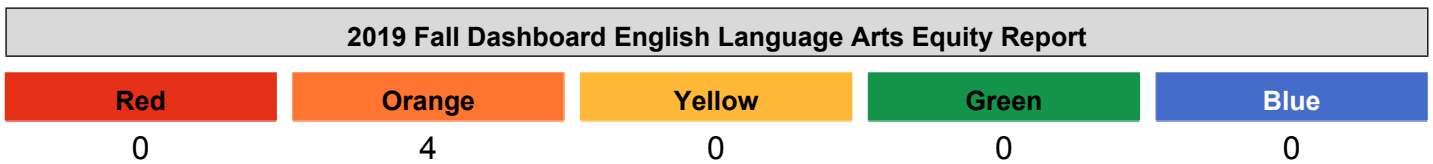
Student Population

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**
549	**78.0**	**51.2**	**0.5**
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	281	51.2
Foster Youth	3	0.5
Homeless	50	9.1
Socioeconomically Disadvantaged	428	78.0
Students with Disabilities	99	18.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.5
American Indian or Alaska Native		
Asian	5	0.9
Filipino	42	7.7
Hispanic	479	87.2
Two or More Races	6	1.1
Native Hawaiian or Pacific Islander	1	0.2
White	5	0.9

Conclusions based on this data:

1. Sixty percent of the population at Central are ELLs. This demands specific strategies during instruction that are beneficial to this population. Ongoing monitoring of ELL data is paramount.

2. 82.2% of the population at Central are Socioeconomically Disadvantaged. Providing support instructionally, socio emotionally, and socioeconomically (free and reduced lunch) is critical for this population of students in order to set them up for success.

3. Central is one of two Special Education Hub Schools in National School District. We must ensure that we have consistent and well qualified staff working with our students with disabilities population and ensure that we provide mainstreaming opportunities for our SWDs to be with their general education peers.

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 Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		

Conclusions based on this data:

1. In English Language Arts our overall Academic Performance is in the Orange range. Our focus on foundational literacy skills in the primary grades will increase this achievement in a few years. We will strive to increase this in 2019 with a focus on teaching the Language Arts Standards with our newly adopted materials.

2. In Mathematics our overall Academic Performance is in the Orange range. This year we have an after school learning program that is targeting students at the Nearly Met range on the SBAC. Our focus on these students will increase the amount of students meeting standard by supporting these students twice a week for an extra 3 hours of support in Math.

3. Our Chronic Absenteeism and Suspension rates are doing well. We have implemented an attendance incentive program which recognizes students with perfect attendance on a weekly basis. Our school has had the highest growth in attendance for 5 straight months compared to last year of all 10 schools.

School and Student Performance Data

Academic Performance
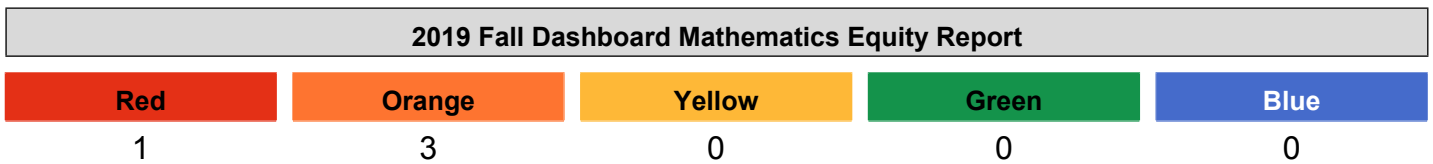## English Language Arts

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

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

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	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 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
21.6 points below standard	25.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -9 points	Declined -10.4 points	
313	239	2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
33.2 points below standard	23.2 points below standard	85.2 points below standard
Declined -8.6 points	Declined -6.1 points	Increased ++7.9 points
11	267	58

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	0 Students	Less than 11 Students - Data Not Displayed for Privacy	19.4 points above standard
5		6	Declined -11.4 points
			20

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
27.7 points below standard	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
Declined -7 points	6	1	6
268			

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
86.8 points below standard	41.1 points above standard	8.2 points below standard
Declined Significantly -47.8 points	Declined Significantly -19.2 points	Declined -5.6 points
124	115	72

Conclusions based on this data:

1. Our Fall Dashboard performance for all students declined by 10.5 points compared to 2018. In addition, our Socio-economically disadvantaged population also declined by 7.2 points.

2. The performance of our English Language learners declined by 11.7 points.

3. One student group that did show growth last year is our Students With Disabilities, which demonstrated 6.6 points worth of growth.

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**
1	3	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
45.6 points below standard	42.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -13.4 points	Declined -9.2 points	
		2
313	239	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
28.7 points below standard	44.9 points below standard	112.1 points below standard
Increased Significantly ++16.9 points	Declined -8.2 points	Declined -8.5 points
11	267	58

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color 1.2 points above standard Declined Significantly -24.4 points 20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 51.8 points below standard Declined -10.5 points 268	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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**
88.2 points below standard	6.2 points above standard	53.2 points below standard
Declined Significantly -31.6 points	Declined Significantly -32 points	Declined Significantly -29.4 points
124	115	72

Conclusions based on this data:

1. Based on the Fall Dashboard data, the All Student population declined by 13.5 points.

2. Based on the Fall Dashboard data, the English Learner population declined by 9.2 points. In addition, our Socio Economically Disadvantaged population declined by 8.2 points.

3. Based on the Fall Dashboard data, the Students With Disabilities declined by 8.5 points.

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
46.6 making progress towards English language proficiency
Number of EL Students: 223
Performance Level: Medium
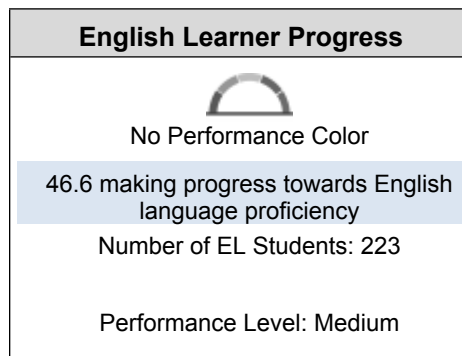
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32	87	5	99

Conclusions based on this data:

1. Based on the Fall Dashboard data, 32 English Language Learners decreased one ELPI level.

2. Based on the Fall Dashboard data, 87 English Language Learners maintained ELPI level 1,2L,2H,3L, or 3H.

3. Based on the Fall Dashboard data, 5 English Language Learners maintained ELPI level 4 and 99 English Language Learners progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
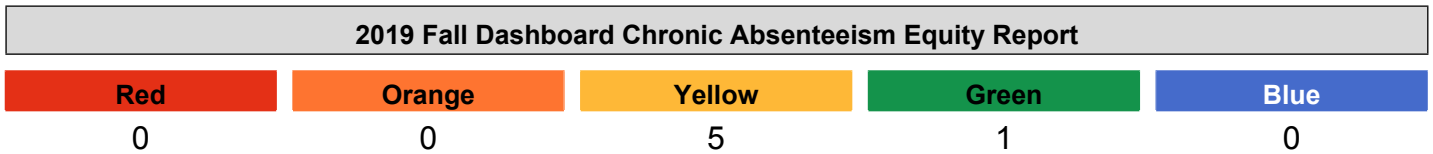## College/Career Measures Only Report

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

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

The College/Career Measures Only Report is Expected in February 2021

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	0	5	1	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**
Yellow	Yellow	No Performance Color
11.7	11.6	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -16.5	Declined Significantly -15.1	4
613	372	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Yellow
15.6	10.8	20
Declined -34.4	Declined Significantly -18.7	Declined -19.3
32	509	105

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Green
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.1	8.3
		Increased +9.1	Declined -15.5
8	0	11	48
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
12.4	9.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -16.3	Declined -24.2	1	10
524	11		

Conclusions based on this data:

1. Our school's Chronic Absenteeism rate for all students declined 16.5 points and is in the Yellow range on the Dashboard.

2. Our school's Chronic Absenteeism rate for English Learners, Homes, Socioeconomically Disadvantaged, and Students with Disabilities also declined and are all in the Yellow band of the California dashboard.

3. Our school's Chronic Absenteeism rate for our Filipino population declined by 15.5 points, and the rate for the Hispanic population declined significantly by 16.3 points.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
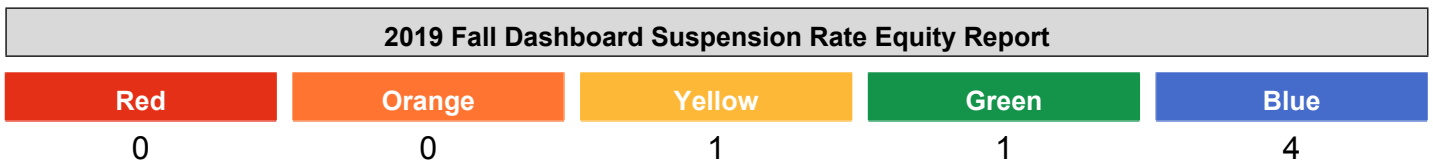## Suspension Rate

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

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

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

Lowest Performance	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	1	1	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**
Blue	Green	No Performance Color
0.5	0.8	Less than 11 Students - Data Not Displayed for Privacy 4
Declined Significantly -1	Declined -0.9	
636	381	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Blue	Yellow
0	0.6	0.9
Declined -1.7	Declined Significantly -1.2	Increased +0.9
33	521	109

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	Blue
Less than 11 Students - Data Not Displayed for Priv...		0	0
8		Maintained 0	Declined -2.3
		11	51

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	No Performance Color
0.6	0	Less than 11 Students - Data Not Displayed for Priv...	Less than 11 Students - Data Not Displayed for Priv...
Declined Significantly -1.1	Maintained 0	1	10
543	12		

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.5	0.5

Conclusions based on this data:

1. The total suspension rate declined from 1.5 to 0.5 from 2018 to 2019, which helped to ensure more students were in school.

2. According to the California Dashboard, the All Students, Homeless, and Socio Economically Disadvantaged populations were all in the Blue ranking. We will strive to continue this rate for years to come.

3. According to the California Dashboard, the English Language Learner population ranked in the Green category, while the Students with Disabilities ranked in the Yellow category.

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

Planned Improvement in Student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them achieve at grade level expectations after five years in National School District Schools.

Goal 1

English Learners will actively engage in grade level standards based instruction provided by high quality teachers. English Learners will continue to progress throughout the year and continue to acquire oral, reading, and writing skills as they progress towards English proficiency.

A. English Learner Reclassification rate will increase 1% based on students meeting Summative ELPAC Overall Performance Level 3 and 4.

B. Percentage of English Learners performing at grade level according to the IReady Reading diagnostic will increase by 2% .

C. Percentage of English Learners performing at grade level according to the IReady Math diagnostic will increase by 2% .

D. Increase overall ELPAC Average score by 50 points and overall percentage by 2%.

E. Decrease CAASPP Distance from Standard by 2 points in ELA and Math.

Identified Need

In 2018-2019 Central's reclassification rate was 10.6%. We had a decrease of 7.8% from 2018/ 2019 to 2020/ 2021.

According to CAASPP ELA scores, English learners at Central did not grow in Distance from Meeting Standard from 2017-18 to 2018-19, which was the last year that we administered the CAASPP. There was no change in percentile points. This indicates a continued focus on vocabulary instruction, oral language practice, comprehension, and writing.

The distance from standard on ELA for ELs at Central from 2017-18 compared to 2018-19 remained at -91 percentile points below level 3.

Additionally, according to CAASPP Math scores, English learners at Central demonstrated a decrease on Distance from Meeting Standard. Scores from 2017-18 to 2018-19 showed a decrease of 5 percentile points. This indicates a continued focus on conceptual understanding, math language, and vocabulary to support student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	25.3 Points Below Distance From Standard, declined 10.4 points	Decrease to 23.5 points in Distance From Standard- Maintain
CAASPP Math EL Data	42.8 Points Below Distance From Standard, declined 9.2 points	Decrease to 40.8 points in Distance From Standard- Maintain
ELPAC Overall Percentage Data	11% of ELLs met ELPAC Standards in 2021	13% of ELLs will meet ELPAC Standards in 2022
ELPAC Oral Percentage Data	16% of ELLs met ELPAC Standards in 2021	18% of ELLs will meet ELPAC Standards in 2022
ELPAC Written Percentage Data	9% of ELLs met ELPAC Standards in 2021	11% of ELLs will meet ELPAC Standards in 2022
ELPAC Overall Average Score	Overall Average is 1471	Overall Average will increase to 1521
ELPAC Oral Average Score	Overall Average is 1464	Overall Average will increase to 1514
ELPAC Written Average Score	Overall Average is 1477	Overall Average will increase to 1527
IReady ELA EL Data	7% of ELLs are On Grade Level or Above in Fall 2021	9% of ELLs will be On Grade Level or Above in Fall 2022
IReady Math EL Data	2% of ELLs are On Grade Level or Above in Fall 2021	4% of ELLs will be On Grade Level or Above in Fall 2022
Reclassification Rate	2.8% of ELLs were Re-designated	4.8% of ELLs will be Re-designated in June of 2022

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

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

English Learners

Strategy/Activity

Collaboration through data teams and collaboration Thursdays will focus on content learning and building collective efficacy.

District Resource Teachers will provide classroom teachers remote support for implementation of ELD/ELA Standards through coaching of research-based instructional strategies for English learners.

Classroom teachers will have support available to the District Resource Teachers to assist in the planning, developing, and implementing lessons to include the CA ELD Standards in ELA instruction.

Classroom teachers will receive additional support and training from the District Resource Teachers on effective vocabulary and language building strategies.

Classroom teachers will continue to use Data Team time to analyze student data and evidence of work samples of ELL students in order to make decisions about instructional strategies that will meet the needs of ELL students.

Bilingual liaison works to translate, support, and convey academic information including data (ELPAC, content, programs, administration of school and state formative and summative testing purpose) and supports teachers/staff/students with community communication.

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)
5,000	LCAP Production of materials
0	LCAP District Resource Teachers in District LCAP
0	LCAP Teacher Release Time for District provided professional development
1,000	Title I Cost of Bilingual Liaison to translate, support, and convey academic information including data (ELPAC, content, programs, administration of school and state formative and summative

	testing purpose) and supports teachers/staff/students with community communication.

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

English Learners

Strategy/Activity

Professional Development-

- Provide ELA/ELD framework training focused on integrated ELD emphasizing alignment with NSD resources by NSD Resource teachers.

- Provide time during Data Team release time, as well as teacher collaboration time for opportunities to share successful strategies.

- Provide opportunities for teachers to be relieved from their classroom for the purpose of planning and learning more about how to implement current strategies into their instruction to enhance language development and vocabulary.

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

Amount(s)	Source(s)
0	LCAP District Resource Teachers in District LCAP
	District Funded LAS ($145,000) District funded
20,000	Title I Professional Development- Cost of SWING Substitutes to release teachers.

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

English Learners

Strategy/Activity

Longterm English Language Learners who are in need of additional support in developing language acquisition will be invited to participate in Achieve 3000 as a vocabulary and literacy intervention.

Longterm English Language Learners have access to Imagine Learning as an added support to build language skills.

Longterm English Language Learners will have access to online virtual/in person field trips and assemblies for access to rich language building opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP Achieve 3000 Intervention provided by district funds
0	LCAP cost of field trips appears in Goal 5
10,000	LCAP Cost of additional library books that support ELLs
10,000	LCAP 4. Additional instructional supplies
4,000	LCAP Cost of Assemblies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Technology-

English Learners will have opportunities to develop their language acquisition through the use of technology. English Learners will use both Imagine Learning and I-Ready to engage in

differentiated and appropriate leveled practice in English Language Arts in order to demonstrate growth in language and content areas.

Other technology programs such as Razz Kids, Time for Kids, and Reading A to Z provide additional opportunities for students to expand their vocabulary and content knowledge.

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)
5,000	LCAP Materials and Supplies- Supplemental Computer Learning Programs
0	LCAP iReady and Imagine Learning in District LCAP
0	LCAP Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of learning software implementation (District funded)
0	LCAP Cost of ELPAC Support to ensure we assess all ELL students (District funded)
23,000	LCAP Cost of any technology equipment replacement, such as Docucams, computer adapter, headphones, Chromebook chargers, and other hardware

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.

The strategies that were put in place for the 20-21 school year contributed to the 2.8 % of students being reclassified.

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

In 20-21 we budgeted funds to be spent on Professional Development opportunities and field trios. Due to the school closure we were unable to fully implement this.

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.

For the 21-22 school year we will continue the focus on small group interventions with our English Learners.

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

Planned Improvement in Student Academic Performance

LEA/LCAP Goal

Increase academic proficiency for all students and advance the global competency skills of communication, collaboration, creativity, and problem solving as needed for future success.

Goal 2

All students will actively engage in grade level, standards based instruction provided by high quality teachers. Teachers will use high leverage instructional strategies in order to improve Tier 1 instruction and mitigate learning loss created by the pandemic and school closures.

A. Percentage of All Students performing at or above grade level according to the IReady Reading diagnostic will increase by 2% .

B. Percentage of All Students performing at or above grade level according to the IReady Math diagnostic will increase by 2% .
.
C. Decrease CAASPP Distance from Standard by 2 points in ELA and Math.

Identified Need

SBAC Baseline Results: 2018/2019 CAASPP results indicate 43 percent of all students are proficient in ELA. This was a decline of 1%. This indicates a near 57 percent of students not meeting the expected performance standard.

2018/2019 CAASPP results indicate 32 percent of all students are proficient in Math. This was a decline of 4% of students meeting proficiency in Math. This indicates about 68 percent of students are not meeting proficiency.

As the CAASPP data shows there is still a need for more professional development, teacher collaboration, and student practice with the standards. 2019 State data also indicates a need for greater support for instructional implementation of the expectations established in the CA ELA and Math frameworks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All Students	21.6 Points Below Distance From Standard, declined 9 points	Decrease to 19.6 points in Distance From Standard- Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math All Students	45.6 Points Below Distance From Standard, declined 13.4 points	Decrease to 43.6 points in Distance From Standard-Maintain
CAASPP SWD ELA	85.2 Points Below Distance From Standard, increased 7.9 points	Decrease to 83.2 points in Distance From Standard-Maintain
CAASPP SWD Math	112.1 Points Below Distance From Standard, declined 8.5 points	Decrease to 110.1 points in Distance From Standard-Maintain
iReady Reading All Students	13% of All Students are On Grade Level or Above in Fall 2021	15% of All Students will be On Grade Level or Above in Fall 2022
iReady Math All Students	3% of All Students are On Grade Level or Above in Fall 2021	5% of All Students will be On Grade Level or Above in Fall 2022
iReady Reading SWD	5% of Students with Disabilities are On Grade Level or Above in Fall 2021	7% of SWD will be On Grade Level or Above in Fall 2022
iReady Math SWD	3% of Students with Disabilities are On Grade Level or Above in Fall 2021	5% of SWD will be On Grade Level or Above in Fall 2022

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

National School District (NSD) hires NSD Enrichment Teachers to release classroom teachers for Data Teams time. This time allows teachers to study the Math and ELA Common Core Standards and engage in discussions centered around student achievement. Teachers analyze student data and student work samples in order to collaboratively make instructional decisions around effective instructional strategies that lead to success in the classroom.

In 2021-2022 Central will provide teachers:
* Teams collaboration time and professional learning around ELD/ELA Standards.
* Continue to build teacher capacity around instructional strategies that promote critical thinking in English Language Arts and Math.
* Additional training in the area of effective vocabulary and language building instructional strategies.
* Continued professional development on i-Ready for teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP Cost of Enrichment Teachers to Release Classroom Teachers for Collaboration- District LCAP
0	Title I Cost of Production of Materials for ELA and Math already mentioned in Goal 1
5,000	LCAP Cost of supplies for Enrichment Teachers
0	LCAP Cost of Instructional Materials for teachers already mentioned in Goal 1.
0	Title I Cost of Equipment Replacement and Extra Computers already mentioned in Goal 1.
0	LCAP Cost of District Resource Teachers (District funds)
1,000	Title I Cost of Technology Liaison
0	Title I Cost of Professional Development already mentioned in Goal 1.
0	LCAP Cost of SWING Subs to release teachers for professional development already mentioned in Goal 1.

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

Students with Disabilities

Strategy/Activity

Central has determined that students with disabilities (SWD), need to have a safe sensory environment to help deescalate behaviors and provide sensory learning. Room 9 is designated a sensory learning room for our SWD.

The creation of a new school garden and science learning center will help to benefit all students. As we begin to prepare for the implementation of the Next Generation Science Standards, we can begin to create our science lab that will support the school garden and student learning.

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)
10,000	LCAP Cost of sensory equipment and materials for Special Day Classes
6,000	LCAP Cost of seating material for outdoor learning.
20,000	LCAP Cost of Instructional Materials for classrooms
10,000	LCAP Cost of Additional Materials and Equipment for our Sensory Room
9,659	Title I Cost of Materials, Supplies, and Equipment for the implementation of a School Garden and Science Lab.

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

Impact teachers and the Language Arts Specialist will play an active role in providing early intervention in the area of literacy for primary students in grades 1st and 2nd grade. Impact teachers and the Language Arts Specialist will also offer intervention during school hours for identified students to participate in Achieve 3000 in an effort to build vocabulary and literacy skills for students.

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

Amount(s)	Source(s)
30,000	Title I Cost of two Impact Teachers
0	LCAP Cost of Licenses for Achieve 3000 (District Funds)
1,000	LCAP Cost of Instructional Materials for Support Staff (Impact Teachers and After School Interventions Achieve 3000)

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

Central staff will participate and implement new professional development strategies.

Central teachers and administrators completed overview training on the ELA/ELD and math frameworks two years ago. Last year, District Resource Teachers provided virtual professional development on the use of virtual teaching strategies and technologies (Jamboard, PearDeck) in an effort to engage all students and promote engagement and language development for English Language Learners. District Resource Teachers provide additional virtual one on one and grade level support in the use of these strategies throughout the year.

District resource teachers were trained as trainers on the ELD/ELA frameworks and continue to assist with the implementation of the Common Core standards in a distance learning environment.

In addition, iReady is a district-wide assessment to be used to monitor student progress throughout the course of the school year. Teachers will use this data to make instructional decisions and continue to participate in professional development from IReady.

This year District Resource Teachers will continue providing teachers with professional development in the area of ELD beginning in December, 2021 and continuing through April of 2022.

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

Amount(s)	Source(s)
0	LCAP Cost of District Resource Teachers in District LCAP
0	LCAP Cost of Substitutes for Teacher Release Time for Professional Development-(District Funds)

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

All Students

Strategy/Activity

Central will continue to promote independent reading time across all classrooms daily.

In 2018-2019 National School District provided all teachers a variety of baskets containing books from American Reading Company in order to promote independent reading in grades kindergarten through sixth grade. Last year in the distance learning environment, teachers had access to the online ARC Bookshelf to use in promoting independent reading. Now that we are back in person, students once again have access to books in the classroom as well as electronic resources.

In 2021-2022 funding will be made available for the purchase of additional supplemental literature such as Time for Kids and RAZ Kids.

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

Amount(s)	Source(s)
0	LCAP Cost of ARC Bookshelf- District Funds

15,000	LCAP Cost of Time for Kids, Scholastic News, and RAZ Kids

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

Students will be provided with daily access to adequate technology for the use of iReady. Students will use iReady to support their progress in the area of English Language Arts and Mathematics. iReady will target their individual levels on an independent basis. Teachers will be able to track whether time on task and lessons passed in online instruction is within an acceptable range and meeting student goals.

Teachers will use iReady in ELA and Math as one means to monitor student growth and provide individualized instruction during distance learning.

Many teachers computers are four to five years old. Having up to date computers will allow our teachers to maximize instructional time and they will also support their instruction.

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

Amount(s)	Source(s)
0	LCAP Cost of Instructional Technology Devices-Centralized Cost
0	LCAP Cost of iReady Student Licences- Centralized Cost
0	

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

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.

The impact teachers that were hired were able to work with 30-40 students to address specific areas of need.

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

Due to the school closure significant portions of our budgeted expenditures were unused.

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 continue with the goals and implement the strategies to the best of our ability.

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

Planned Improvements in Student Performance with an Emphasis on Parent and Community Engagement

LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

Goal 3

Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

Provide additional parent learning opportunities to our parents following a parent survey identifying the type of learning opportunities parents prefer, such as Social-Emotional Support, Parent & Family Leadership, and Community Presentations/Resources.

Identified Need

There is a need for Central School to engage more parents in more ways to partner our school and in their students' education. In the 2020 parent engagement survey, results indicated that the most common parent connection with academics was only homework. In accordance with research, the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance	One parent attended Title 1 Parent Meeting One parent attended the ELAC Informational Meeting	A minimum of 10 parents will attend the Title 1 Parent Meeting and ELAC Informational Meeting in 2022.
Parent Outreach and Communication	One Welcome Back Letter in 2020	Four Parental Newsletters in 2021-2022

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)

Parent Engagement and Participation

Strategy/Activity

Parent newsletters will be sent home highlighting activities and learning happening at Central School.

Parent will be invited to Principal's/Counselor's Virtual Coffee Chat in Dec, Jan, Feb, Mar, April, May.

Central parents will represent Central at DELAC and DPAC 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)
2,452	Title I 1% of Title I Allocation for Parental Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Parent Engagement and Participation

Strategy/Activity

Central will fortify the existing structures to promote parent participation.

1.The school's English Learner Advisory Committee will meet regularly to discuss ways parents can ensure the success of their English learner students.

2.Parent-Teacher conferences will be held to explain individual students' progress toward meeting grade-level standard and English language proficiency

3. Involvement of Parents, Staff and Community:
 Parents are involved through:
- School Site Council
- English Language Advisory Committee
- DELAC Representative
- SST/IEP Parent Meetings
- District/Parent Advisory Committee
- Parent workshops
PTA

- Continue to employ a district resource teacher to assist sites in the development of their parent engagement programs, support English Learners and their parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP Cost of Parent Engagement District Resource Teacher- Centralized Cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The following School Parent and Family Engagement Policy was jointly developed by parent leadership groups including ELAC and School Site Council at Central School:

Title I, Part A School Parent and Family Engagement Policy

Central School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).
Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):
Parents and families of the Central School community have been an integral part of developing this policy.. Parent and staff meetings were conducted in which feedback was solicited. All feedback was considered and implemented whenever possible.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):
Our site has developed this written Title I Parent and Family Engagement Policy with input from Title I parents during School Site Council (SSC) meetings and the annual Title I Parent Meeting.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

Input for the development of the policy was gathered through parent/guardian surveys, the Learning Continuity and Attendance (LCP) Community Forums, school site parent meetings, and District English Learner Advisory Committee meetings (DELAC). The plan was reviewed and refined with input from the District and Parent Advisory Committee (DPAC), DELAC, and Title 1 School Site Councils.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):
NSD schedules community forums and conducts parent surveys to gather input/feedback about what is working and areas that may need improvement to inform the Local Control Accountability Plan (LCAP), the LCAP Federal Addendum, including school and District goals and actions. Additionally, stakeholder input/feedback is gathered at school site meetings as well as District and school advisory committee meetings. The information gathered is used to provide feedback and input for the District's LCAP, the LCAP Federal Addendum, and the sites' School Plan for Student Achievement (SPSA).

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):
A Title 1 meeting is held annually and all families are invited to attend. Translation is provided for those who request it. Depending on the current district policy the meeting might be held in person or virtually.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):
An annual survey is sent out electronically to all families asking for input on upcoming parent meetings. Based on feedback, parent meetings are scheduled throughout the year. In addition to surveying families about topics we also survey them about preferred meeting times and make every effort to accommodate our families. In previous years when visitors were allowed on campus we did provide childcare. Currently all meetings are held virtually which has been convenient for families.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):
The School Site Council conducts an annual evaluation of the content and effectiveness of this parental involvement policy, these meetings are open to the public and all family members are welcome to attend. During the evaluation the Council seeks to identify barriers to parent and family participation. The site will use the findings of the evaluation to design strategies to dismantle barriers for families to get involved. The policy will be reviewed and revised, if necessary.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]: Parents are informed about the Title 1 programs through regularly scheduled site and district level meetings mentioned in a previous section. In addition, digital school newsletters are shared periodically with families to keep them informed of practices, meetings and any other relevant information. Classroom teachers share results of our students' performance on state assessments as well as district and school assessments twice per year during our parent/teacher conferences. Parents have access to information regarding NSD adopted curriculum on the NSD website (www.usd.us).

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):
If any parent/guardian were to find the document unsatisfactory they are encouraged to voice their concerns either verbally or in writing to a school or district level official. The school will submit any parent comments on the plan when the school makes the plan available to the LEA.

Central School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on (December 1, 2021. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before Dec 10, 2021.

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

Amount(s)	Source(s)
0	

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

The following School-Parent Compact was jointly developed with both ELAC and School Site Council at Central School:

Title I, Part A School-Parent Compact
Central School, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).
Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):
As a PRINCIPAL of Central School I will be responsible for:

Creating a welcoming environment for students and parents.
Communicating the district's and school's mission and goals to students and parents.
Ensuring a safe and orderly learning environment.
Reinforcing the partnership between parent, student and staff.
Acting as the instructional leader by supporting teachers in their classrooms.
Providing educational growth opportunities for teachers and parents.
Encouraging parent involvement in school activities

Teachers at Central School will be responsible for:

Teaching grade level standards using effective teaching strategies.
Addressing the individual needs of all students in class.
Communicating to students and parents the expectations for homework, class work and acceptable behavior, as well as regularly informing parents of student progress and behavior.
Providing a safe and positive learning environment for the students.
Challenging students and encouraging them to do their best.
Pursuing professional growth activities.

As a Central School PARENT/GUARDIAN I will be responsible for:
Sending my child to school regularly, on time and well-rested with the necessary materials.
Reading to and/or listening to my child read daily.
Providing a time and place for quiet reading and for completing homework.
Attending parent/teacher conferences, school events and parent classes.
Supporting classroom and school rules.
Communicating concerns and questions to school staff.
Limiting my child's TV and video game use.
Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):
(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

During Parent/Teacher Conferences, specific, grade-level content standards are shared as well as each child's progress toward meeting and achieving the standard. During Parent Conferences teachers and parents review the responsibilities of the teacher, the parent, and the school as we

continue to work in partnership in order to meet the needs of our students and contribute to our students' success.
Parents are also provided necessary information on learning about the standards, assessments, and progress monitoring via the annual Title I meeting, ELAC meetings, SSC meetings, district parent trainings and meetings, including DELAC and the District Advisory Committee.
(B) frequent reports to parents on their children's progress;

Central School prides itself in its ability to create opportunities for parent involvement and engagement to build capacity within the community. The school is committed to providing high-quality curriculum and instruction and parents and family members are committed to supporting their children's learning. The school creates various opportunities to communicate with parents regarding student achievement, school improvement, and school wide activities.
Report cards are provided to parents three (3) times per year in order to communicate progress and work in partnership with families to identify academic and social emotional learning gaps.
Parent Conferences, Back-to-School Nights, and Parent Workshops, School Site Council meetings and DELAC/ELAC meetings are a few activities in which parents and families are engaged.
Parents and families are highly engaged in participating in parent presentations such as Town Hall meetings, District Parent Advisory Council, and Curriculum Workshops.
(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
Parents are encouraged to volunteer in our school community. Central School has an active Parent-Teacher Association (PTA), English Learner Advisory Committee (ELAC), and School Site Council (SSC). Parents actively participate in volunteering during our Fall Festival, Movie Nights, and Read Across America events. Parents actively participate in their child's Individualized Education Program meetings as well as our Student Study Team meetings. Parents who ask to tour the school or observe in a classroom are encouraged to and are accompanied by the Principal.
(D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.
Central School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency.
Principal and site meetings provide translation
District Translator is available for translation of parent workshops
The school contracts with translation services in multiple languages from an outside source for parent conferences
Teachers use a variety of technological modes of communication to inform parents of pertanent information
The school uses a variety of technological modes of communication to share information with parents such as upcoming events, emergency situations, and safety information in both English and Spanish.
This Compact was established by Central School on December 1, 2021, and will be in effect for the period of July 26, 2021 through June 8, 2022. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: December 10, 2021.

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)

0	

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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.

Due to the pandemic, all in person meetings and volunteer opportunities were suspended. However, virtual parent meetings were offered allowing parents to participate virtually. We were able to offer an in-person Sixth grade promotion at the end of the year for our families.

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

For the 2021-2022 school year the Principal and school Counselor are working together to design virtual workshops that address family requests for parent education.

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.

For the 2021-2022 school year we are limited in the type/amount of school events that we can host due campus restrictions. We are being creative in ways that we involve families with the larger school community.

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

Safety and Social Emotional Wellness

LEA/LCAP Goal

Provide an integrated multi-tiered framework of support that incorporates differentiated instruction, social emotional learning, and positive behavior intervention to improve individualized student outcomes.

Goal 4

Provide opportunities for students to engage in equitable learning opportunities that promote safety and social emotional wellness

A. Suspension rate will maintain in the blue level on the California Dashboard for 2021-2022.

B. Chronic Absenteeism will decrease by 1%.

C. California Healthy Kids Survey - an increase of 2% of students will report that they feel safe at school.

D. Central will maintain the level of Platinum as their level of recognition in PBIS.

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2018-19 NSD's administration of the California Healthy Kids Survey show that although 83 percent report they feel safe at school, 17 percent do not. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

In 2017-2018, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates- California Dashboard	.05 % of students were suspended at least once in 2018-2019	.05% of students will be suspended at least once in 2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism- California Dashboard	11.7% of students were chronically absent in 2018-2019	10.7% of students will be considered chronically absent in 2021-2022
California Healthy Kids Survey	83% of the students feel safe most of the time or all of the time at school	85% of the students feel safe most of the time or all of the time
PBIS Tiered Fidelity Inventory	Platinum Level of Recognition	Platinum Level of Recognition

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

Instructional Practices consistent with Content Standards and Strategic Plan:

1. Sanford Harmony curriculum will be taught virtually by our school counselor to provide Tier 1 support to all students.

2. Monthly Expectations will be reviewed daily in the morning virtual announcements as well as school-wide recital of our PeaceBuilders pledge.

3. Weekly Restorative meetings will take place in classrooms in order to create a safe learning environment where students' concerns can be expressed and addressed.

4. Assemblies will be held to recognize and award students who are demonstrating expected behaviors between January and May. Students will be given certificates and incentives.

5. Social emotional curriculum and materials for counselor

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	LCAP Cost of Materials for Student Recognition (Discretionary funds)
40,000	Title I

	Cost of Counselor
1,500	Title I
	Cost of Postage to Mail Out information if Needed, Student Materials
5,000	LCAP
	Cost of materials for SEL lessons and calming corner materials

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

All classes will complete 200 minutes of physical fitness every 2 weeks. All students will participate in physical fitness classes taught by the Enrichment Teachers once every other week and daily weekly PE minutes will be assigned by the classroom teacher.

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

Amount(s)	Source(s)
0	LCAP
	District Funds that Provide Enrichment Teachers

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

PBIS
1. PBIS program artifacts to be visible in all classroom observations/part of the evaluation process for environment

2. Principal is an active part of the PBIS Committee monthly meetings to the greatest extent possible

3. Teachers and students will participate in the District's SEL surveys throughout the year

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

Amount(s)	Source(s)
0	Fidelity inventory process will provide the observation feedback of PBIS evidence in the classrooms.
0	LCAP PBIS meeting will occur every month. Both PBIS Tier 1 and PBIS Tier 2 will meet to discuss school expectations and review Panorama data to make informed decisions about improving student behavior at school.
0	Teachers/Student SEL surveys

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.

The majority of the goal was implemented as intended and contributed to a positive school culture.

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 planned on increasing attendance since we had great success the prior year with our attendance incentives, however since we were in a pandemic the promotion of attendance incentives was suspended.

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.

Our goal will remain very similar and we will focus on engagement, however at this time we are not promoting attendance due to the COVID-19.

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

Innovative Learning Opportunities

LEA/LCAP Goal

Promote student engagement and achievement through broad course of study and innovative learning programs

Goal 5

Students will be provided innovative learning opportunities that go above and beyond the school day. These additional opportunities will continue to promote student engagement and achievement by providing new experiences to our students and increase their prior knowledge.

Identified Need

Research has shown that students from low socio economic disadvantaged families have less access to extra and innovative learning opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of Field trip Opportunities offered this year	in 2020-21 no field trips were provided	in 2021-22 every grade level will be offered the opportunity to have at least one field trip.
Increase the number of students participating in extra curricular opportunities	in 2020-21 no extra curricular opportunities were offered	Increase the percentage of students participating in expanded learning opportunities by 10%

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

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

All Students will be offered the opportunity to participate in extra curricular activities that explore the arts, sports, technology and academics

Strategy/Activity

Professional Development for Teachers to learn about different types of extra curricular activities.

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

Amount(s)	Source(s)
15,000	LCAP Materials and Supplies for Extra Curricular Activities
3,000	Title I Teacher extra time to oversee Extra Curricular Activities15
3,000	Title I Professional Development for Teachers to learn about implementing Extra Curricular Activities
13,528	LCAP Cost of Contracts with agencies for after school programs and extra curricular activities
12,000	LCAP Teacher extra time to oversee Extra Curricular Activities15

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in all grade levels

Strategy/Activity

Students in all grade levels will have an opportunity to participate in at least one field trip

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)
10,000	Title I Field Trips

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in English Language Arts and math.

Goal 1

Groups participating in this goal (e.g., students, parents, teachers, administrators):
- English Learners
- Students with Disabilities
- All Students

Means of evaluating progress toward this goal:
- Using Data Warehouse and OARS systems, District staff will assess progress of student subgroups

Anticipated annual growth for each group:
- Each group will progress between five and 10 points toward "level three" on the California Dashboard.

Group data to be collected to measure gains:
- Renaissance STAR universal exams
- Learning Headquarters writing assessments
- Site Assessments- HM, EnVision, Writing on demand assessments
- Teacher generated assessments
- . RCD Post Tests in math and ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount
• Imagine Learning Computer Program will be used as additional support for English Learners • Successmaker will be used to support ELA and math instructional programs • Tech support for computers • ELPAC Assessment Support	7-18 through 6-19 7-18 through 6-19 7-18 through 6-19 7-18 through 6-19 7-18 through 6-19 7-18 through 6-19		Imagine Learning Licenses		Title III	224,000
			Successmaker Licenses			
			Salaries of technicians		LCFF - SCE	8,775
			Accelerated Reader Licenses			
			Assessment Team personnel		LCFF - Supplemental	7,529

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$291,639.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$121,611.00

Subtotal of additional federal funds included for this school: $121,611.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCAP	$170,028.00

Subtotal of state or local funds included for this school: $170,028.00

Total of federal, state, and/or local funds for this school: $291,639.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	170,028	0.00
Title I	120,385	-1,226.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCAP	170,028.00
Title I	121,611.00

Expenditures by Budget Reference

Budget Reference	Amount
	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCAP	165,028.00
	LCAP	5,000.00
	Title I	117,611.00
	Title I	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,000.00
Goal 2	107,659.00
Goal 3	2,452.00
Goal 4	47,000.00
Goal 5	56,528.00

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:

School Principal

Classroom Teachers

Name of Members	Role
Steven Sanchez	Principal
Michelle Manchester	Classroom Teacher
Heather Potter	Classroom Teacher
Lina Martinico	Classroom Teacher
Karina Cadena	Other School Staff
Jacquelyn Mijares-Hubbard	Parent or Community Member
Minerva Bradt	Parent or Community Member
Diana Delgadillo	Parent or Community Member
Domanic Guido	Parent or Community Member
Krystal Ortega	Parent or Community Member
	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
[signature]	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12-6-21.

Attested:

Signature	
[signature]	Principal, Steven Sanchez on 12-6-21
[signature]	SSC Chairperson, Jacquelyn Mijares Hubbard on 12-6-21