

# 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
Willard F. Payne Elementary School	19-64816-6020788	November 30, 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.

This school wide program is crafted to improve the academic performance and meet the needs of the lowest performing students including each subgroup of students defined in section 1111(c)(2) (economically disadvantaged students; students from major racial and ethnic groups; children with disabilities; and English learners). (ESEA section 1114(b)(7)(A)(i)). Furthermore, addressing the needs of all students but particularly the needs of students who are failing, or are at risk of failing, to meet the challenging State academic standards. (ESEA section 1114(b)(6), (7)(A)(iii) in both language arts and mathematics. This determines the activities and strategies identified in the plan.

Evidence based activities are selected to increase student achievement by providing additional support, resources, materials and supplies.

### Willard F. Payne Elementary School’s Vision and Mission Statements

Payne School staff will work in a cooperative, nurturing atmosphere which advocates responsibility, respect and academic growth for all students. Together we will work as an extension of the family unit and community, offering educational services.

Through our Single Plan for Student Achievement, Payne Elementary School’s vision works to develop and maintain a learning environment that promotes the growth of each individual student to achieve their utmost academic, social, emotional, and physical potential. Being a Schoolwide Title I Program school, we maintain a commitment to providing a strong instructional program for all learners while ensuring focus of students with the greatest needs. Teachers, staff, and administrators adhere to the principle of putting students first and tailor the educational programs and climate to

meet the needs of an ever changing school population. Leadership, knowledge, training, responsibility, and commitment propel us toward our mission and serve as the foundation for our climate of creativity and respect, high academic standards, and the strong partnership with our home and school community. All school personnel work hard to promote parental involvement in the educational process, offering comprehensive programs and guides for the benefit of both the student and the parent. Recommendations from the California State Common Core Standards serve as the model for defining the specific knowledge and skills each student needs. Our vision has served as the light that guides the creation of goals in all curricular areas.

This single, comprehensive school plan is crafted to improve the academic performance of students also meets the Mountain View School District requirements for the Student Performance Improvement Plan and are aligned to the District's Local Control Accountability Plan. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective evidenced-based strategies, and ongoing monitoring of results. The resulting school plan provides a structured means to improve teaching and learning to meet or exceed State content and performance standards. To accomplish this purpose, the school plan includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance. In addition, the school plan meets content requirements for all programs for which the school has an allocation in the Consolidated Application and Reporting System (CARS).

The programs include:

- Title I
- Local Control Accountability Plan
- Economic Impact Aid for Limited English Proficient Students
- Gifted and Talented Education
- Migrant Education
- Homeless Education
- Special Education

\* Foster Youth

Aligned to District LCAP Goals:

I: Academic Success for All Students

Each student will be provided high-quality learning and enriching, hands-on experiences through a broad course of study and full implementation of the California State Standards.

II: English Learner, Foster Youth, and Special Education/English Learner Student Success

Each specially identified learner will become English proficient and academically successful.

III: Supports for Learning

Each student will be provided a safe, well maintained, and social-emotionally supportive learning environment through a multi-tiered system of supports.

IV: Family and Community Partnerships

All families feel welcome at their students' schools, and engaged in their students achievement, building family capacity to support and advocate for their children.

Payne Elementary School's Single Plan for Student Achievement includes instructional and auxiliary services to meet the special needs of English Learners, educationally disadvantaged students, gifted and talented students, and pupils with exceptional needs. Additionally, Payne School's plan

includes a Title I School-wide Program, which includes a description of the strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based upon scientific research or proven practice. In summary, Payne School is a Title 1 school-wide project site an all goals are aligned to District LCAP goals. All State and federal programs will be coordinated to meet these goals. All teachers meet ESEA highly qualified teacher status.

All instructional assistants meet ESEA requirements.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	4
Comprehensive Needs Assessment Components .....	6
Data Analysis .....	6
Surveys .....	6
Classroom Observations.....	7
Analysis of Current Instructional Program.....	8
Stakeholder Involvement .....	14
Resource Inequities .....	14
School and Student Performance Data .....	15
Student Enrollment.....	15
CAASPP Results.....	18
ELPAC Results .....	24
Student Population.....	29
Overall Performance .....	31
Academic Performance.....	33
Academic Engagement.....	41
Conditions & Climate.....	44
Goals, Strategies, & Proposed Expenditures.....	46
Goal 1.....	46
Goal 2.....	63
Goal 3.....	72
Goal 4.....	83
Budget Summary .....	89
Budget Summary .....	89
Other Federal, State, and Local Funds .....	89
Budgeted Funds and Expenditures in this Plan.....	90
Funds Budgeted to the School by Funding Source.....	90
Expenditures by Funding Source .....	90
Expenditures by Budget Reference .....	90
Expenditures by Budget Reference and Funding Source .....	90
Expenditures by Goal.....	91
School Site Council Membership .....	92
Recommendations and Assurances .....	93
Appendix A: Plan Requirements .....	94

Appendix B:.....97  
Appendix C: Select State and Federal Programs .....99

# 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).

Through our regular staff meetings, information and data was gathered in order to determine school-wide goals and areas of emphasis. Additionally, there was strong feedback from the parents at the PAC Meetings, Local Control and Accountability Plan (LCAP) surveys i.e. parents, staff, and students, School Site Council (SSC), English Language Advisory Committee (ELAC). At the annual Title I parent meetings, assessment results from CAASPP/SBAC, ELPAC, and Diagnostic Assessments were shared with the community.

The last year and half prior to returning to campus posed many a challenge for our community with the onset of the COVID 19 pandemic. This new reality has impacted our schools nationwide and Payne as well. Nevertheless, as we move forward this year we continued to build on the process we began a couple of years back with an open mindset and looking at multiple sources of data with multiple lenses but with one focus. We use the base of years past approach. Our Focus On Learning approach was refined and it incorporated our Parent Action Team (PAT) component. We looked at the CA Dashboard, CAASPP, ELPAC, Attendance, DORA Reading, ADAM Math, and Climate data amongst other data sources. Using as a guide last year's meetings with all stakeholders from teachers to parents and discussion topics and focuses were developed based on the data. We recognized that there was a need to focus on Reading Comprehension since this focus would and does impact student learning across curricular areas. As a community we will continue to approach this through a school – home partnership. We will focus on reading comprehension strategies complimenting our adopted ELA/ELD Wonders series by means of Language Function Walls building on the infrastructure of past school wide practices and focuses, Collaborative Conversations, Close Reading and Readers & Writers workshops sentence frames, Thinking Maps and 10/2- Ten minutes instruction/2 minutes of processing). Teacher will also use Guided Reading and or / Literature Circles for comprehension. English Language Development- Sentence frames in all content areas, National Vocabulary in all grades on a daily basis and use of a Language Function Wall. Our ELPAC task Force will reinforce the use of district provided ELD resources for instructional-guided practice ELD will have a 45-minute block of time where students will receive focuses teaching on their ELD. Grade level collaboration will be an emphasis to ensure that students are better served i.e. K-6. The focus will be acquisition of the English language as well as academic language and School Culture. Additionally, two years ago, the District Curriculum Task Force, surveyed teachers to determine the instructional needs and supports for Distance Learning. A District Scope and Sequence of Standards and instruction were created to address to current need for Distance Learning. To support the MVSD Three-Phase Model of Distance Learning, Hybrid-Instruction, and In-person Instruction, for the school year 2020-2021, teachers are in agreement for the continuing implementation of Focus on Learning goals in Language Arts/ELD, Math, and Social Emotional Learning: In Language Arts, teachers will implement the use of Language Function Walls that include academic language, sentence frames, questions, thinking maps, and grammatical structures. This year as we are back in person instruction many of the research and evidence based strategies continue in place. In addition, to address the SEL needs of our students and community. We as a district are adding a layer of support by means of CPI Classroom Culture and additional second step resources. Focusing on the child's mental health and well being as an integral part of their educational experience. This layer enhances our MTSS system that includes PBIS.

Math- Implementation of adopted math series with the incorporation of Problem of the Day/Week- Every class will work on a Problem of the Week that involves critical thinking, strategy implementation, manipulative, sentence frames, and individual/group participation and in grades 4 - 6 include the CUBES strategy. PBIS school wide implementation year eight 2021-2022. Steps will include reinforcing PAWS school-wide expectations, by means of daily use of school tools via Powtoons accessible through our drive to revisit “Cool Tools” revisiting behavioral expectations. We will continue to stride in our implementation. Two years ago we were recognized as a Silver Award PBIS recipient and this year we will stride to build on that success towards becoming a Gold award campus.

At the annual Title I meeting, assessment results from ELPAC and CAASPP were presented we shared that in the last few years we have grown in our reclassification of English Learners to RFEF students from 4 (2014 - 2015) to 12 (2015 -2016) to 30 (2016 - 2017) to 31 (2017 - 2018), 45 (2018-2019) making our TK - 6 grade elementary site in our district with the most reclassified students for the past three years. In the past, we have the most elementary (K-6) GATE students in our district. We also shared that overall we are moving in the right direction showing growth in most grades. Parents are an integral component of our students’ education and they are interested in how they can better support their children. In order to meet this request we are scheduling family Engagement workshops facilitated by district and site personnel. Our Parent Action Team constructed goals and activities in order to better enhance the connectedness of the community in the school in support of our focus on learning and of programs and student success. Parents have supported fundraisers for our students. To enhance the school home connection staff will be presenting strategies TK – 6 such as SEAL, AVID, and PBIS strategies, to our parents during our PAC meetings and selected meetings that can be used at home to support school learning tied to our focus on learning and other complimentary programs. This is the information from which we continue to operate under the reality imposed under COVID 19. We are aware that many a challenge have surfaced with this pandemic and we are navigating as best we can to deliver the instruction our students require to encountered continual academic growth.

## **Classroom Observations**

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

Classroom observations are carried forth in the following manner. For teachers being formally evaluated, instruction is formally evaluated twice during the school year. Informal classroom observations occur on a weekly basis, with every classroom being visited at least twice each month via walkthroughs and currently under distance learning through zoom. Observations are related to the California Standards for the Teaching Profession as well as the California Content Standards. Findings from the observations indicate that teachers are using many strategies in order to meet the needs of our learners.

A concern across all classrooms is there is not a consistent implementation of strategies amongst and across grade levels. Further, the level of rigor of instruction must be evaluated at all grade levels in order to ensure that students are stretched beyond DOK 1 and DOK 2 levels of questioning. For the 2021-2022 school year, particular focus will be on the implementation of school wide agreements in order to ensure all grade levels are embedding the school strategies as part of their daily instruction. We continue to build on two years back agreed upon “Focus on Learning” goals in Language Arts, ELD and Math teaching strategies such as Language Function Walls. Feedback is given to teachers by way of a written form or a verbal discussion.



## 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)

Payne's School's primary objective is improved student academic performance that is achieved through a strong standard based instructional program, with an emphasis on high expectations for all students. As State assessments did not occur during Spring 2021, using Spring 2019 results, along with district benchmark results in English Language Arts and Mathematics were analyzed including domain strands breakdown for 2019- 2020. The initial Quick Placement Test and ELPAC information will be utilized to address the needs of our ELL population in modifying instruction and improving student achievement in conjunction with the ELD Benchmarks. Teachers in DATA meetings examine grade level classroom and individual data and grade level teams use this data to align classroom instruction with the California Common Core State Standards. We will also be using DORA Reading & ADAM assessment to provide us with data on how we are progressing; the assessment will be given a minimum of four times this year. Currently the DORA and ADAM assessments are playing a foundational role in providing our staff with diagnostic information that is informing teachers on their students' growth and also allow teachers to modify their instruction. These assessments serve as a diagnostic that can be reviewed and utilized to guide instructional pace, practices and meet the needs of students.

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

All grade levels meet every week for collaboration in addressing the CCCSS and the math adopted series as well as areas of focus in Language Arts and ELD. In addition, teachers will meet at the end of every benchmark assessment to discuss results. During that time Teachers/Administrators discuss and analyze student performance and progress. Test results from District Benchmark Assessments form the basis of these analyses, which lead to grade level common agreements on strategies and curriculum to best meet the needs of our students and improve their academic performance. Teachers will also meet and the end of each benchmark/diagnostic assessment and look at results to assist in guiding instruction. Currently teachers have the ability to meet and support one another through collaboration meetings during their planning time allocated under the current operational reality of COVID 19.



## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

100% of Payne's Teachers meet NCLB requirements. All teachers are trained and hold CLAD, BCLAD, or ELD/SDAIE certification in order to meet the needs of our student population. GLAD/SEAL strategies and Common Core Compatible lesson design are implemented in classrooms to ensure best teaching practices. All instructional assistants have at least 2 years or the equivalent of college.

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

100% of Payne's Teachers meet NCLB requirements. During the summer and throughout the school year all teachers receive professional development from highly qualified professional consultants or TOSAS on the most current and effective teaching methodologies, including curriculum alignment and common core standards implementation.

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

Our district Blueprints and instructional frame work guides Payne Elementary to integrate a balanced language arts program that is based on and aligned with the California State Language Arts Common Core Standards. Through participation in a 50/50 balanced literacy program. Our students are engaged in a program that embeds the learning of basic and higher order thinking skills in a literature and print literate environment as per California State English Language Arts Common Core standards. ELD standards are also aligned to the common core standards in the District's ELD correlation and ELD benchmarks. During the summer of 2020, teachers realigned District Standards to create a District Scope and Sequence of Standards TK-8. Furthermore online diagnostic assessments such as Diagnostic Online Reading Assessment DORA and Adaptive Diagnostic Assessment of Mathematics (ADAM) allow teachers to adjust instruction to meet and address the needs of our students.

A strong emphasis is placed on the employment and training of our exceptional Teachers. Continuous professional development focuses on professional growth and development of knowledge and skills for all employees resulting in improved student performance. Payne TK - 3rd Grade Teachers have been trained in the Sobrato Early Academic Language model (SEAL) to minimize our Long Term English Learner Students (LTELS); most of our 4-6th grade teachers have been trained in AVID strategies. We have teachers trained in Systematic English Language Development, GLAD (Guided Language Acquisition and Development), and Thinking Maps strategies in order to address the schools large ELL population. In past years, all teachers have received training from the UCLA Mathematics Project on strategies and routines to support deep student understanding of the rigorous Common Core standards in mathematics. Two years ago our 4-6 grade teachers were in-serviced by the UCI Mathematics Project on strategies and routines to support deep student understanding of the rigorous Common Core standards in mathematics. Training during two summers ago included Google certification was provided to address distance learning. This training has come in handy as it has now become an integral part of in person instruction. Currently our staff has three PD (8/17/21, 11/1/21, 3/7/22) days to support them on our SEL added component of CPI Classroom Culture becoming familiarized or more proficient with the program.

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

In the past Payne Teachers took part in a summer training provided by our district on Thinking Maps. In the past our staff has been in-serviced by HMH publishers in becoming acquainted and familiarized with the new adopted mathematical series (expressions) and continuous to receive ongoing in services from the UCLA Mathematics Project. This year's DO PD days have had a focus on school wide needs for our students in all categories ELD; MATH, ELA and SEL. Math inservice sessions have been scheduled throughout the year on pupil free days for training. Additionally, the administrative team leads staff development meetings as ongoing support and to identify supplemental materials that are needed to implement these strategies. Ongoing tech support through sessions, webinars, videos and one and one support through TOSAS. Ongoing Professional development has been embedded into all staff meetings 2021 -2022 and district sponsored PD for certificated and classified. All staff is encouraged to participate weekly as provided by the district.

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

Every week, teachers' meet for collaboration in addressing the CCCSS in the areas of Mathematics, Language Arts and ELD. They also meet on the third Tuesday of the month to collaborate and develop a plan to meet the needs of our students based on the results of diagnostic, benchmarks or unit results. In addition, teachers will meet at the end of every interim assessment, Benchmarks and DORA & ADAM assessments to discuss results and collaborating in curriculum planning and in depth analysis of the results of their students' assessments. Teaching practices and instructional materials are chosen to best meet the needs of each student. All State and Federal programs are coordinated in order to guarantee the best use of these funds to help educate our students.

## Teaching and Learning

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

Payne's primary objective is improved student academic performance that is achieved through strong standards based instructional program, with an emphasis on high expectations for all students. This is accomplished by articulation by District and State content and performance standards in all curricular areas. District and school based grade level articulation meetings are encouraged to continue alignment of standards based strategies and instruction to meet student needs. Teachers meet by grade level to collaborate and plan future units. In the Summer of 2020, teachers realigned District Standards to create a District Scope and Sequence of Standards TK-8. We have since returned to in person instruction and continued to implement the Scope and Sequence of standards in an a manner that is consistent with the needs of our students who have experienced learning loss and we see it as learning acceleration opportunities.

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

Payne School has an integrated and balanced language arts/math program that is based on the California Common Core State Standards in Language Arts and Mathematics. Each day students receive a minimum of 120 minutes of Language Arts instruction, 45 minutes designated ELD time and a minimum of 60 minutes of mathematics instruction.

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

At Payne School, lesson pacing includes intervention strategies. Teachers use whole group instruction, and small group instruction students continually receive grade level appropriate standards as well as levels intervention support. Computer programs, which are standards-based, provide yet another mode for meeting the needs of individual and student level specific skills. Intervention programs for all grades are offered to underperforming and at-risk students to help them meet the state standards. These interventions are offered during extended day opportunities -- before, during, and after school. Well-qualified certificated and classified staff staffs them. Students are identified based by ongoing assessments and with teacher input.

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

Payne School is 100% compliant in having standards-based materials available to students. Yearly, the State of California does a school audit (Williams) to guarantee that every student has their own textbook in core subjects. Students have access to Core Curriculum textbooks, both in hand and online. Additionally, all students have access one-to-one devices that allow access to district programs and curriculum.

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

All materials used during the regular school day and before and after school intervention classes are all evidenced based. Payne's Language Arts program uses McGraw Hill as well as supplemental material such as: SIPPS, Read Naturally, Phonics for Reading, Imagine Learning, Learning A - Z, Standards Plus, and Newsela to name just a few. Payne's Mathematics program is HMH Expressions series that reflect California State Mathematics Standards. The District utilizes the HMH Mathematics program. We provide intervention tier supports via Math Edge, Brainpop Math Component, Standards Plus to name just a few.

## Opportunity and Equal Educational Access

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

Our community is categorized as a low socioeconomic status community. Our underperforming students are composed of various designations such as Foster Youth (6), Homeless (32), English Learners (383), Special Education (20), and Socioeconomically Disadvantaged (244).

Understanding this societal reality, we are aware that we must provide to all of our students an equal access to educational opportunities addressing grade level standards during the school day.

Teachers and instructional Aides work hard to ensure that each classroom is child-centered.

Teachers in grades TK-6 utilize research-based strategies. Intervention programs are provided throughout the day for our underperforming and at risk students helping them to meet Common Core State Standards. Students identified as being in close proximity of moving above basic toward proficiency are involved in one of the following programs: Instructional aide Intervention program, after school Intervention program, Read Naturally, SIPPS, Voyagers, Standards Plus, Imagine Learning, Learning A- Z, Math Edge, ELA Edge and Migrant ed. Emphasis on ELD is a focus at Payne since we have a large EL population. A 45 minute daily block is scheduled abiding by state guidelines.

Teachers and instructional aides work hard to ensure that each classroom is differentiated.

Intervention programs, staffed by classroom teachers and instructional aides, give additional instruction during the school day to assist students who are underperforming to better enable them to meet standards. SIPPS, Imagine Learning, ELD Strategies, and Read Naturally Programs were utilized as intervention models. We currently have, on staff, a first grade district provided interventionists to address the opportunity of learning acceleration.

Understanding that Payne has a large ELL population, emphasis is placed on providing uninterrupted English Language Development in every classroom daily. Students are placed in like-groups for a 45 minute period based on their language placement per California State guidelines. The district has provided ELD benchmarks and an ELD/ELA correlation, as well as continuing to provide resources through the Wonders Reading program.

All teachers currently hold a CLAD, BCLAD, BA, or ELD/SDAIE certification in order to meet the needs of our student population and state credential requirements. GLAD strategies will be implemented in the classrooms to assist in reaching this ELL population.

The Student Study Team meets once a month to assist teachers in working with students in need and at risk, as well as being involved with the alternative ELD reclassification process.

## Evidence-based educational practices to raise student achievement

Teachers at Payne use evidenced-based best practices to raise student achievement, such as SEAL, GLAD, AVID, Thinking Maps, Think-Pair-Share, 10-2, Exit Tickets, and I Do, We Do, You Do. All intervention programs, classroom instruction and after school programs use researched based/evidence best practices. During the school day and after school, intervention programs for underperforming students include the use of differentiated instruction, small group instruction, grade level teaming based on ELD/Academic performance level, use of instructional aides, technology based programs, and targeted instructional intervention programs. In addition, addressing Restorative Justice and SEL Positive Behavior Interventions and Supports are a school wide focus, which allows students to have better self esteem and contribute to the school learning climate. Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research.

## Parental Engagement

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

Title I funds are used to pay for outside District-approved intervention programs and school intervention programs for underachieving and at risk students. Parents are given ongoing training in school instruction, parenting skills, and computer classes. Parents are given the opportunity to attend school, community and district functions. Our district has a district community liaison lead to provide additional parental support. Furthermore, our district provides Migrant Education for our families that qualify for this additional educational and community support. Our district also has a designated Homeless Family coordinator ensuring that this vulnerable population receives the support it needs to navigate through and achieve academic success. Payne has a School Site Council and PAT (Parent Action Team), which specifically involves administrators, students and community members working together on many activities to strengthen connections between the school and the home of all the students. Pacific Clinics and Foothill Family services, as well as District counselors, are available to all students who have needs and/or in times of crisis. In our meetings with our PAT, Staff, and Community Liaison, we plan parent workshops and programs to better involve our parents and community in the education of our students.

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

The School Site Council (SSC) and English Learner Advisory Committee (ELAC), which include parents, teachers, and staff, evaluate, write, update, and approve the school plan annually. Regularly, the School Site Council and English Learner Advisory Committee review the school budget and examine assessment data.

## Funding

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

During the school day and after school, categorical funds are used to provide intervention programs for underperforming students. These include the use of instructional aides, library technician, community liaison, technology-based programs, materials, extended learning opportunities, and targeted instructional intervention programs. They are also used for teacher and instructional aides professional development, supplemental instructional materials, workshops, and parent participation.

## Fiscal support (EPC)

Title I funding is allotted on a per pupil basis at Payne. Payne receives and utilizes Title I, LCAP funds, and Formula funds. All purchases are carefully planned and were aligned to our School Plan which supports all learners. The SSC is very much involved and part of the fiscal planning and alignment of our resources.

## 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

Title I parent meeting  
Certificated and classified meetings  
School Site Council (SSC)  
English Learner Advisory Committee (ELAC)  
COVID 19 impact on state assessments in the spring of 2021.

In September 2021, the community met to analyze results from State Performance Indicators, as well as, District Benchmarks. The results were reviewed and analyzed comparing a three-year progression on the assessments. As State Assessment Data was not available for Spring 2020 or Spring 2021, and with the implementation of the MVSD. Last year, our Three-Phase Model for 2020-2021, was seen as the way to address our COVID 19 instructional reality. Consequently, teachers recommended a continuation of the adopted school wide strategies during Professional Development sessions held in August 2020. This year as we returned to on site instruction we look retrospectively at where we were at and how do we now address learning acceleration opportunities by looking at DORA and ADAM data as well as looking at Benchmarks. This information will allow the development of plan to address the needs of our students population.

## Resource Inequities

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

Based on the assessment of current programs and resources at Payne, an inequity exists in the number of classroom and library books available to students in our Dual Language Program. As well as online Dual Language reading/literacy programs. Additional leveled readers for reading/literacy interventions. Additional inequities exist within Payne families in respect to the capacity in which they are able to support technology and online learning for students. We have also received new students from closing schools who also face unique challenges, technology or otherwise in supporting student learning.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
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	%	0%	%		0	
Asian	5.11%	4.25%	4.4%	24	20	19
Filipino	%	0.21%	0.7%		1	3
Hispanic/Latino	94.26%	95.54%	94.4%	443	450	408
Pacific Islander	%	0%	%		0	
White	0.21%	0%	0.5%	1	0	2
Multiple/No Response	%	0%	%		0	
<b>Total Enrollment</b>				470	471	432

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	72	81	80
Grade 1	53	55	45
Grade 2	67	52	52
Grade 3	72	68	48
Grade 4	50	75	75
Grade 5	93	56	79
Grade 6	63	84	53
<b>Total Enrollment</b>	470	471	432

### Conclusions based on this data:

1. In looking at the data it is evident that the school continues to experience declining enrollment through this three year window and currently the numbers have dropped by 38 students. The greatest decline is seen in overall 3rd and 5th grade student population. This trend of declining enrollment follows District Enrollment and Loss trends seen throughout MVSD and El Monte.
2. In looking at the data, the three student groups that compose the campus are Hispanic/Latino, Asian/Pacific Islander, and depending on the year White or African American. There has been a drop in African American enrollment.
3. In looking at the data it is evident that the school is experiencing declines in certain grade levels depending on the year. Currently we have seen a decline in a couple of grade levels and currently kinder has held its enrollment



which will ultimately impact subsequent years. What has aided in not seeing a sharper decline in kinder enrollment was the introduction of our Dual Language Immersion Program. Comparing student group data over 3 years, it is noted that subgroup percentages have remained relatively constant with less than 1% change from each group. While overall enrollment has been drastically declining, the population demographics of the school remains relatively steady.

# 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	324	307	264	68.9%	65.2%	61.1%
Fluent English Proficient (FEP)	36	55	53	7.7%	11.7%	12.3%
Reclassified Fluent English Proficient (RFEP)	31	39	22	8.8%	12.0%	7.2%

### Conclusions based on this data:

1. In looking at the data it is evident that the school has seen a drop in English Learners from one year to the next. In 18-19 we saw a percentage rate of 68.9, in 19-20 it decreased to 65.2% demonstrating a decrease of 3.7% and in 20-21 it was 61.1% experiencing another decline of 4.1%. ELL percentage is still over 60% continued implementation of ELD strategies are necessary for supporting student achievement.
2. In looking at the data it is evident that the school continues to see an increase in FEP student rates. In 18-19 we saw a percentage rate of 7.7 and in 19-20 it increased to 11.7% demonstrating an increase of 4%, then in 20-21 and additional increase to 12.3% adding an additional 0.6%.
3. In looking at the data it is evident that the school continues to see an increase in RFEP student rate. In 18-19 we saw a percentage rate of 8.8 and in 19-20 it increased to 12.0% demonstrating an increase of 3.2%. In looking globally at all the numbers, it reflects that we were reclassifying EL students at an increasing percentage and minimizing our overall EL numbers. With the arrival of the pandemic this derailed our continuing reclassification effort. Evidenced by the percentage drop from 12% in the 19-20 school year to the 7.2% 20-21 which reflected a drop of 4.8% in reclassification.

# 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	49	70	48	48	70	0	48	70	0	98	100	0.0
Grade 4	92	57	75	89	52	0	89	52	0	96.7	91.2	0.0
Grade 5	69	91	81	65	83	0	65	83	0	94.2	91.2	0.0
Grade 6	66	69	61	62	64	0	62	64	0	93.9	92.8	0.0
All Grades	276	287	265	264	269	0	264	269	0	95.7	93.7	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	2379.	2381.		14.58	10.00		20.83	17.14		8.33	27.14		56.25	45.71	
Grade 4	2379.	2391.		6.74	11.54		8.99	11.54		14.61	19.23		69.66	57.69	
Grade 5	2450.	2458.		7.69	13.25		26.15	21.69		20.00	20.48		46.15	44.58	
Grade 6	2504.	2493.		16.13	12.50		19.35	28.13		32.26	23.44		32.26	35.94	
All Grades	N/A	N/A	N/A	10.61	11.90		17.80	20.07		18.94	22.68		52.65	45.35	

### 2019-20 Data:

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

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	14.58	11.59		35.42	47.83		50.00	40.58	
Grade 4	4.49	9.62		41.57	38.46		53.93	51.92	
Grade 5	12.31	15.19		43.08	40.51		44.62	44.30	
Grade 6	14.52	21.88		46.77	29.69		38.71	48.44	
All Grades	10.61	14.77		42.05	39.39		47.35	45.83	

### 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	8.33	8.57		31.25	48.57		60.42	42.86	
Grade 4	4.49	9.80		29.21	33.33		66.29	56.86	
Grade 5	9.23	17.72		52.31	41.77		38.46	40.51	
Grade 6	17.74	20.31		46.77	42.19		35.48	37.50	
All Grades	9.47	14.39		39.39	42.05		51.14	43.56	

2019-20 Data:

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

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	14.58	14.29		58.33	52.86		27.08	32.86	
Grade 4	5.62	5.77		52.81	59.62		41.57	34.62	
Grade 5	10.77	16.46		44.62	43.04		44.62	40.51	
Grade 6	16.13	9.38		66.13	60.94		17.74	29.69	
All Grades	10.98	12.08		54.92	53.21		34.09	34.72	

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	16.67	13.04		47.92	46.38		35.42	40.58	
Grade 4	7.87	9.80		33.71	37.25		58.43	52.94	
Grade 5	23.08	22.78		41.54	37.97		35.38	39.24	
Grade 6	22.58	17.19		46.77	48.44		30.65	34.38	
All Grades	16.67	16.35		41.29	42.59		42.05	41.06	

2019-20 Data:

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

**Conclusions based on this data:**

1. After reviewing multiple data sources, results indicate that Payne students are making limited gains in Language Arts and are performing below the district average on CAASPP. Looking deeper at CAASP results relative strengths and areas of concerns, across all grade levels, reading comprehension was an area of concern and Listening was an area of strength. In addition, DORA data showed that there were gaps in student proficiency upon entering 3rd grade. Based on these results, there is a need to focus on early intervention for at-risk students (TK-3) in order to better prepare students and prevent further proficiency gaps in meeting state standards.

2. For English Learners are making limited gains in Language Arts and are performing below the district average on CAASPP by 4%. As it was prior to the pandemic and now during this school year with learning loss having occurred current DORA data further emphasized that need for Comprehension and spelling and were highly correlated to Payne’s comprehension scores.

3. 2014-2015 SBAC Data- School    2017-2018 SBAC Data- School                    2018-2019 SBAC Data- School

Grade level results:		Grade level results:		Grade level results:	
3rd grade	ELA: 20%	3rd grade	ELA: 34%	3rd grade	ELA: 26%
4th grade	ELA: 22.%	4th grade	ELA: 16%	4th grade	ELA: 24%
5th grade	ELA: 23%	5th grade	ELA: 34%	5th grade	ELA: 37%
6th grade	ELA: 13%	6th grade	ELA: 35% .	6th grade	ELA: 40%

In looking at the DATA from our Baseline year to the last year's DATA prior to COVID 19, we see an upward trend in most grade levels. There had been some dips along the way. Some of the variables that had impacted the scores had been the use of temporary teachers in several grade levels along with combination classes. Nonetheless, we still experiencing an upward trend over all. Many of our upper grade teachers were newer staff to our site.

Current DORA scores inform us that our students are facing challenges in Reading Comprehension and Spelling. This is evident when our students are scoring in late first or early second grade (1.89 for EL and 2.17 for all students) as of our November DORA exams for 3rd grade. In our 4th grade we see scores such as 3.26 and 3.48 for EL and All students respectively. In our 5th grade we see scores such as 2.57 and 4.37 for EL and All students respectively.

In our 6th grade we see scores such as 4.09 and 5.75 for EL and All students respectively.

As we look ahead with declining enrollment we have lost several AVID trained staff in the upper grades posing a challenge in the strategies that were being used such as Writing, Inquiry, Collaboration, Organization, Reading (WICOR) ,Socratic Seminars, Sit Up, Lean forward, Ask and answer questions, Nod your head, Track the speaker ( SLANT).

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	50	70	48	50	70	0	50	70	0	100	100	0.0
Grade 4	92	57	75	91	56	0	91	55	0	98.9	98.2	0.0
Grade 5	69	91	81	68	91	0	68	90	0	98.6	100	0.0
Grade 6	66	69	61	65	68	0	65	68	0	98.5	98.6	0.0
All Grades	277	287	265	274	285	0	274	283	0	98.9	99.3	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2375.	2397.		2.00	7.14		28.00	25.71		14.00	27.14		56.00	40.00	
Grade 4	2386.	2395.		4.40	0.00		4.40	20.00		24.18	16.36		67.03	63.64	
Grade 5	2427.	2443.		7.35	7.78		7.35	11.11		23.53	22.22		61.76	58.89	
Grade 6	2467.	2478.		10.77	11.76		9.23	8.82		29.23	29.41		50.77	50.00	
All Grades	N/A	N/A	N/A	6.20	7.07		10.58	15.90		23.36	24.03		59.85	53.00	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.00	18.57		32.00	37.14		58.00	44.29	
Grade 4	5.49	10.91		13.19	20.00		81.32	69.09	
Grade 5	11.76	8.99		23.53	29.21		64.71	61.80	
Grade 6	15.38	17.91		20.00	29.85		64.62	52.24	
All Grades	10.22	13.88		20.80	29.54		68.98	56.58	

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	8.00	15.71		40.00	42.86		52.00	41.43	
Grade 4	3.30	1.82		32.97	30.91		63.74	67.27	
Grade 5	10.29	7.78		30.88	26.67		58.82	65.56	
Grade 6	6.15	10.29		40.00	41.18		53.85	48.53	
All Grades	6.57	9.19		35.40	34.98		58.03	55.83	

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	6.00	14.29		50.00	47.14		44.00	38.57	
Grade 4	5.49	7.27		23.08	27.27		71.43	65.45	
Grade 5	5.88	6.82		33.82	35.23		60.29	57.95	
Grade 6	15.38	11.76		29.23	33.82		55.38	54.41	
All Grades	8.03	9.96		32.12	36.30		59.85	53.74	

2019-20 Data:

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

**Conclusions based on this data:**

- After reviewing multiple data sources, results indicate that Payne students are making limited gains in Mathematics and are performing below the district average on CAASPP. Looking deeper at CAASPP, results reflected potential areas of growth and areas of concerns, across all grade levels; As cohorts our students illustrated a mixed level of performance while some did well in Concepts and Procedures most still had this claim as an area of challenge. Problem Solving and Modeling & Data Analysis as well as Communicating Reasoning were areas of areas of growth for two cohorts while one faced growth challenges. For the claim of Communicating and Reasoning our cohorts illustrated mixed results while one cohort illustrated gains two others faced this claim as an area of challenge. For English Learners are making limited gains in Math of 4% placing us at par at 11% with our district average score on CAASPP. SWD are making gains in Mathematics and are performing above the district average on CAASPP by 12%. School-wide, the majority of students in 6th grade are not meeting grade-level expectations in any of the domains or subdomains.
- For English Learners are making limited gains in Math of 4% placing us at par at 11% with our district average score on CAASPP. ADAM data further emphasized that need across areas such as number sense, measurement, algebra and geometry especially in the upper grades. Students lack academic language to access grade level math content. Despite the emphasis on memorizing math facts, fluency continues to be an issue by the time students reach upper grades.
- Identify current data:  

2014-2015 SBAC Data- School	2017-2018 SBAC Data- School	2018-2019 SBAC Data- School
Grade level results:	Grade level results:	Grade level results:
3rd grade MATH: 21%	3rd grade MATH: 31%	3rd grade MATH: 33%
4th grade MATH: 19 %	4th grade MATH: 08%	4th grade MATH: 20%
5th grade MATH: 10%	5th grade MATH: 14%	5th grade MATH: 19%



6th grade MATH: 16% 6th grade MATH: 20%

6th grade MATH: 21%

In looking at the DATA from our Baseline year we saw a minimal upward trend in most grade levels and third grade reflects the greatest gains. There have been some dips along the way. Some of the variables that have been impacted the scores have been the use of temporary teachers in several grade levels along with combination classes. The emphasis this year will be to tap into the Math TOSAs for support. Many of our newer teachers had not received the UCLA math training. Many of our upper grade teachers are newer staff to our site. In the current reality of declining enrollment we have also seen many of our AVID teachers being displaced and consequently the hiring of temporary staff also impacts the continuity of growth.

Current ADAM scores inform us that our students are facing challenges in multiple areas of mathematics from Numbers and Operations, measurement, Data & Probability, Geometry and Algebra. Total scores per grade level demonstrate the impact of learning loss and the opportunity for learning acceleration. Total Scores 1st - 0.64, 2nd 1.05, 3rd, 2.61, 4th 2.32, 5th 2.86, and 6th 3.67. This reflects a learning acceleration opportunity. In looking ahead we need to provide additional supports for the coming years to support the learning acceleration opportunity of our 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
<b>K</b>	1434.1	1407.1	1395.7	1441.0	1419.5	1417.2	1417.5	1377.9	1345.3	56	51	43
<b>1</b>	1453.9	1456.9	1417.1	1469.0	1460.6	1460.6	1438.4	1452.6	1373.1	46	39	28
<b>2</b>	1508.1	1495.6	1457.7	1505.7	1499.8	1464.1	1509.9	1490.9	1450.5	55	46	41
<b>3</b>	1481.7	1498.6	1473.5	1472.5	1488.1	1481.3	1490.4	1508.5	1465.0	34	39	36
<b>4</b>	1502.7	1487.2	1471.5	1498.5	1484.1	1466.6	1506.5	1489.7	1475.9	63	33	45
<b>5</b>	1533.9	1520.8	1496.4	1522.5	1512.0	1490.0	1544.8	1529.1	1502.4	38	64	46
<b>6</b>	1520.2	1536.2	1490.5	1509.1	1528.7	1476.4	1530.9	1543.1	1504.1	34	31	35
<b>All Grades</b>										326	303	274

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
<b>K</b>	33.93	3.92	9.30	32.14	23.53	32.56	21.43	58.82	30.23	*	13.73	27.91	56	51	43
<b>1</b>	39.13	2.56	0.00	34.78	51.28	17.86	*	41.03	46.43	*	5.13	35.71	46	39	28
<b>2</b>	63.64	23.91	2.44	21.82	41.30	43.90	*	28.26	31.71		6.52	21.95	55	46	41
<b>3</b>	*	17.95	5.71	*	46.15	20.00	38.24	25.64	57.14	*	10.26	17.14	34	39	35
<b>4</b>	19.05	3.03	2.33	42.86	39.39	25.58	23.81	36.36	41.86	*	21.21	30.23	63	33	43
<b>5</b>	44.74	28.13	19.57	39.47	34.38	19.57	*	18.75	30.43	*	18.75	30.43	38	64	46
<b>6</b>	32.35	29.03	8.57	*	35.48	22.86	*	22.58	31.43	*	12.90	37.14	34	31	35
<b>All Grades</b>	35.28	16.17	7.38	32.52	37.95	26.57	19.63	33.00	37.64	12.58	12.87	28.41	326	303	271

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
<b>K</b>	35.71	7.84	13.95	37.50	27.45	41.86	*	52.94	27.91	*	11.76	16.28	56	51	43
<b>1</b>	58.70	15.38	17.86	*	43.59	46.43	*	35.90	28.57	*	5.13	7.14	46	39	28
<b>2</b>	72.73	43.48	19.51	21.82	41.30	46.34	*	10.87	24.39	*	4.35	9.76	55	46	41
<b>3</b>	*	25.64	22.86	41.18	41.03	48.57	*	23.08	20.00	*	10.26	8.57	34	39	35
<b>4</b>	39.68	21.21	13.95	34.92	45.45	44.19	17.46	18.18	18.60	*	15.15	23.26	63	33	43
<b>5</b>	57.89	43.75	32.61	28.95	31.25	28.26	*	9.38	19.57	*	15.63	19.57	38	64	46
<b>6</b>	35.29	38.71	11.43	44.12	38.71	37.14	*	6.45	20.00	*	16.13	31.43	34	31	35
<b>All Grades</b>	46.32	28.71	19.19	32.21	37.29	41.33	13.19	22.77	22.51	8.28	11.22	16.97	326	303	271

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
<b>K</b>	32.14	3.92	4.65	23.21	21.57	4.65	23.21	50.98	48.84	21.43	23.53	41.86	56	51	43
<b>1</b>	30.43	2.56	0.00	*	38.46	7.14	28.26	46.15	21.43	*	12.82	71.43	46	39	28
<b>2</b>	50.91	15.22	2.44	23.64	28.26	36.59	20.00	41.30	29.27	*	15.22	31.71	55	46	41
<b>3</b>	*	12.82	0.00	*	43.59	11.43	*	25.64	37.14	41.18	17.95	51.43	34	39	35
<b>4</b>	*	6.06	0.00	33.33	12.12	11.63	31.75	36.36	37.21	28.57	45.45	51.16	63	33	43
<b>5</b>	34.21	12.50	8.70	39.47	25.00	13.04	*	34.38	36.96	*	28.13	41.30	38	64	46
<b>6</b>	*	16.13	5.71	*	32.26	17.14	38.24	35.48	22.86	*	16.13	54.29	34	31	35
<b>All Grades</b>	26.07	9.90	3.32	26.38	28.38	14.76	26.38	38.94	34.32	21.17	22.77	47.60	326	303	271

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
<b>K</b>	69.64	7.84	20.93	23.21	84.31	62.79	*	7.84	16.28	56	51	43
<b>1</b>	71.74	41.03	32.14	*	53.85	64.29	*	5.13	3.57	46	39	28
<b>2</b>	78.18	54.35	21.95	20.00	41.30	68.29	*	4.35	9.76	55	46	41
<b>3</b>	*	20.51	22.86	61.76	56.41	54.29	*	23.08	22.86	34	39	35
<b>4</b>	33.33	9.09	20.93	52.38	66.67	55.81	*	24.24	23.26	63	33	43
<b>5</b>	60.53	15.63	23.91	31.58	65.63	43.48	*	18.75	32.61	38	64	46
<b>6</b>	35.29	45.16	5.71	50.00	35.48	65.71	*	19.35	28.57	34	31	35
<b>All Grades</b>	54.60	26.40	21.03	35.58	59.41	58.67	9.82	14.19	20.30	326	303	271

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
<b>K</b>	*	5.88	11.63	62.50	70.59	60.47	19.64	23.53	27.91	56	51	43
<b>1</b>	52.17	7.69	7.14	32.61	76.92	85.71	*	15.38	7.14	46	39	28
<b>2</b>	69.09	30.43	24.39	25.45	63.04	65.85	*	6.52	9.76	55	46	41
<b>3</b>	38.24	43.59	42.86	32.35	51.28	51.43	*	5.13	5.71	34	39	35
<b>4</b>	63.49	42.42	18.60	26.98	45.45	53.49	*	12.12	27.91	63	33	43
<b>5</b>	71.05	65.63	47.83	*	21.88	30.43	*	12.50	21.74	38	64	46
<b>6</b>	47.06	45.16	34.29	44.12	38.71	42.86	*	16.13	22.86	34	31	35
<b>All Grades</b>	51.53	35.31	27.31	35.89	51.49	54.24	12.58	13.20	18.45	326	303	271

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	25.00	0.00	2.33	62.50	82.35	65.12	*	17.65	32.56	56	51	43
<b>1</b>	39.13	12.82	3.57	36.96	74.36	32.14	23.91	12.82	64.29	46	39	28
<b>2</b>	60.00	19.57	14.63	27.27	65.22	51.22	*	15.22	34.15	55	46	41
<b>3</b>	*	2.56	2.86	38.24	64.10	42.86	58.82	33.33	54.29	34	39	35
<b>4</b>	*	6.06	0.00	49.21	42.42	46.51	38.10	51.52	53.49	63	33	43
<b>5</b>	28.95	21.88	8.70	55.26	51.56	36.96	*	26.56	54.35	38	64	46
<b>6</b>	*	16.13	5.71	*	48.39	22.86	64.71	35.48	71.43	34	31	35
<b>All Grades</b>	27.91	11.88	5.54	42.33	62.05	43.54	29.75	26.07	50.92	326	303	271

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	44.64	39.22	6.98	32.14	31.37	44.19	23.21	29.41	48.84	56	51	43
<b>1</b>	23.91	5.13	0.00	58.70	82.05	25.00	*	12.82	75.00	46	39	28
<b>2</b>	40.00	10.87	2.44	60.00	78.26	60.98		10.87	36.59	55	46	41
<b>3</b>	*	38.46	0.00	58.82	51.28	54.29	*	10.26	45.71	34	39	35
<b>4</b>	17.46	9.09	0.00	68.25	51.52	60.47	*	39.39	39.53	63	33	43
<b>5</b>	44.74	20.31	6.52	47.37	56.25	54.35	*	23.44	39.13	38	64	46
<b>6</b>	*	38.71	8.57	79.41	51.61	65.71	*	9.68	25.71	34	31	35
<b>All Grades</b>	30.67	23.10	3.69	57.06	57.10	53.14	12.27	19.80	43.17	326	303	271

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. Students in Overall Language in performance levels 3 & 4 total 54.12% demonstrating great potential for continual growth. We also see that we have 45.88% of our students that need to develop their ELD skills to attain the growth necessary to reclassify prior to leaving our site to attend middle/intermediate school.
2. Students in Oral Language in performance levels 3 & 4 total 66.0% demonstrating great potential for continual growth. We also see that we have 34.0% of our students that need to develop their Oral skills to attain the growth necessary to reclassify prior to leaving our site to attend middle/intermediate school. Written Language Students in Written Language in performance levels 3 & 4 total 38.28% demonstrating great potential for continual growth. We also see that we have 61.72% of our students that need to develop their ELD Written Language to attain the growth necessary to reclassify prior to leaving our site to attend middle/intermediate school.
3. Students in Listening Domain in performance levels Well Developed total 26.40%, Somewhat/ Moderately 59.41% and 14.19% in Beginning reflecting that we have great potential for continual growth. In the Speaking Domain in

performance levels Well Developed total 35.31%, Somewhat/ Moderately 51.49% and 13.20% in Beginning reflecting that we have great potential for continual growth as well. In the Reading Domain in performance levels Well Developed total 11.881%, Somewhat/ Moderately 62.05% and 26.07% in Beginning. In the Writing Domain in performance levels Well Developed total 23.10%, Somewhat/ Moderately 57.10% and 19.80% in Beginning. This DATA reflects that we have great potential for continual growth and that during our ELD instruction our lessons have to be intentional in developing the skills that will allow access to the curriculum in order for our students to attain the growth necessary to reclassify prior to leaving our site to attend Middle/Intermediate School. We will be tapping in to our district TOSAs for additional support. We continue to work on areas of growth as best as possible under the current challenges.

# 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
<b>432</b>	<b>98.8</b>	<b>61.1</b>	<b>1.4</b>
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	264	61.1
Foster Youth	6	1.4
Homeless	30	6.9
Socioeconomically Disadvantaged	427	98.8
Students with Disabilities	31	7.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian	19	4.4
Filipino	3	0.7
Hispanic	408	94.4
Two or More Races		
Native Hawaiian or Pacific Islander		
White	2	0.5

### Conclusions based on this data:

1. In looking at the data it is evident that the school continues to see that the population we serve 451 or 96.0 of our total population fall under the category of Socioeconomically challenged.



This being the case we need to ensure additional supports for their overall growth that come in a myriad of ways. Academic support through specialized teacher training such as SEAL and AVID. As well as having additional online intervention programs available to them such as Imagine Learning for English Language Arts and EDGE for mathematics.

2. In looking at the data it is evident that the school continues to see that the population we serve 324 or 68.9 of our total population fall under the category of English Learners. This being the case we need to ensure additional supports for their overall growth that include designated ELD and continuing the SEAL & AVID programs for academic growth. We want o continue to reclassify and monitor our students and curtail our Long Term English Learner Population (LTELs).
3. In looking at the data it is evident that the school continues to serve our most vulnerable populations of Foster Youth and Homeless at rates of 2.1% & 8.3% respectively. This being the case we need to ensure additional supports for their overall growth. Our Foster youth are afforded additional learning experiences via specialized field trips sponsored by the district and tutoring support provided by the school and our counselor.


# 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
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. In looking at the data it is evident that the school continues to see a positive shift in the performance bands from the 2018 to the 2019 school years. In the 2018 academic year our English Language Arts band designation was orange and it moved to yellow in 2019. In regards to mathematics we moved from the orange band in the 2018 academic year to yellow band in the 2019 academic year. In addition while it is not weighed we offered College Career Readiness lessons to our upper grade students via GRIT and A-G, Financial Aid presentations / workshops with our counselor and administration. Furthermore we have an ongoing university partnership with CSULA where our students receive additional presentation and a field trip visiting this institution to promote a university pathway for our students.
2. In looking at the data it is evident that the school continues to see a positive shift in the performance bands from the 2018 to the 2019 school years. In the 2018 academic year our band designation for Chronic Absenteeism was orange and it moved to green in 2019. This illustrated the consolidated efforts at our site of more communication with parents that included attendance appointments and Principal home visits during Thanksgiving, Winter and Easter breaks. The personalized touch of visiting families during non school weeks illustrated to the community a commitment to our students and families that their attendance at school is important to their academic growth.

3. In looking at the data it is evident that the school continues to see a positive shift in the performance bands from the 2018 to the 2019 school years. In the 2018 academic year our band designation for Suspension Rates was yellow and it moved to blue in 2019. This illustrated the consolidated efforts at our site of looking at alternative means of correction focusing on providing more supports in addressing the behaviors and decision making that led students to make certain choices that ultimately got them into a predicament. This allowed students to gain personal awareness of decision making and through site counseling and PBIS supports we were able to impact students in a more fundamental manner.

# School and Student Performance Data

## Academic Performance English Language Arts

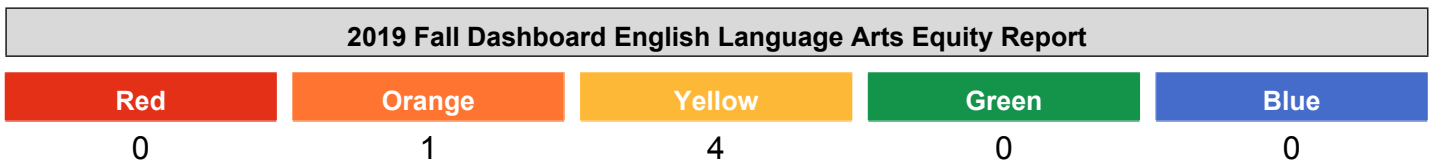
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>46.1 points below standard</p> <p>Increased ++10.8 points</p> <p>253</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>43 points below standard</p> <p>Increased Significantly ++16.6 points</p> <p>202</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p><b>Homeless</b></p> <p>Yellow</p> <p>46.3 points below standard</p> <p>Increased ++3.3 points</p> <p>32</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>46.2 points below standard</p> <p>Increased ++14.8 points</p> <p>244</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>106.5 points below standard</p> <p>Increased Significantly ++32.2 points</p> <p>31</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 48.9 points below standard Increased ++12.6 points 242	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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
90.2 points below standard Increased ++10.7 points 136	54.5 points above standard Increased ++13.7 points 66	63.5 points below standard Declined -9.6 points 50

**Conclusions based on this data:**

1. In looking at the data it is evident that the school continues to see a positive shift in the performance bands from the 2018 to the 2019 school years. In the 2018 academic year, our English Language Arts band designation was orange and it moved to yellow in 2019. While some grade levels grew and one declined we saw a collective move forward as a school. In looking at the data it is evident that the school continues to see a positive shift in the performance bands from the 2018 to the 2019 school years. In the 2018 academic year our English Language Arts band designation for our English Learners was orange and it moved to yellow in 2019. While some grade levels grew and one declined we saw a collective move forward as a school.
2. In looking at the data it is evident that the school continues to see a positive shift in the performance bands from the 2018 to the 2019 school years. In the 2018 academic year our English Language Arts band designation for our Foster Youth and Homeless was orange and it moved to yellow in 2019. We saw a collective move forward as a school.
3. In looking at the data it is evident that the school continues to see a positive shift in the performance bands from the 2018 to the 2019 school years. In the 2018 academic year our English Language Arts band designation for our Students with Disabilities was red and it moved to orange in 2019. This subgroup had the biggest gain of all with a plus 32 points.

# School and Student Performance Data

## Academic Performance Mathematics

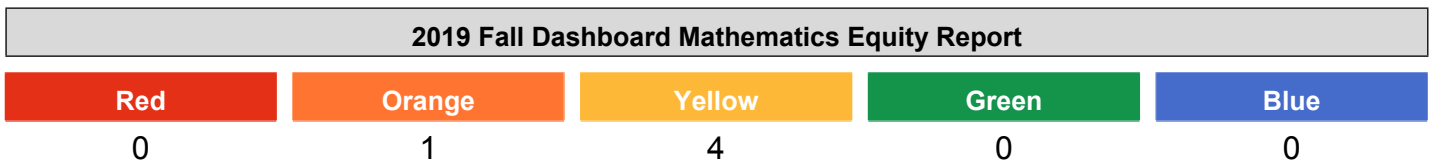
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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






This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>62.3 points below standard</p> <p>Increased Significantly ++22.6 points 253</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>60.3 points below standard</p> <p>Increased Significantly ++27.9 points 202</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p><b>Homeless</b></p> <p>Yellow</p> <p>60.9 points below standard</p> <p>Increased ++11.6 points</p> <p>32</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>61 points below standard</p> <p>Increased Significantly ++27.4 points 244</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>115.5 points below standard</p> <p>Increased Significantly ++32.9 points 31</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 64.8 points below standard Increased Significantly ++24.1 points 242			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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
96 points below standard	13.2 points above standard	73 points below standard
Increased Significantly ++23.9 points 136	Increased Significantly ++26 points 66	Increased ++4.1 points 50

#### Conclusions based on this data:

1. In looking at the data it is evident that the school continues to see a positive shift in the performance bands from the 2018 to the 2019 school years. In the 2018 academic year, our Mathematics band designation was orange and it moved to yellow in 2019. All grade levels grew significantly and we saw a collective move forward as a school. In looking at the data it is evident that the school continues to see a positive shift in the performance bands from the 2018 to the 2019 school years. In the 2018 academic year our English Language Arts Band designation for our English Learners was orange and it moved to yellow in 2019. All grade levels grew significantly and we saw a collective move forward as a school. Our English Learners and our Reclassified English Learners out performed our English Only population.
2. In looking at the data it is evident that the school continues to see a positive shift in the performance bands from the 2018 to the 2019 school years. In the 2018 academic year, our Mathematics band designation for our Socioeconomically and Homeless was orange and it moved to yellow in 2019. We saw a collective move forward as a school.
3. In looking at the data it is evident that the school continues to see a positive shift in the performance bands from the 2018 to the 2019 school years. In the 2018 academic year, our mathematics band designation for our Students with Disabilities was red and it moved to orange in 2019. This subgroup had the biggest gain of all with a plus 32 points.





# School and Student Performance Data

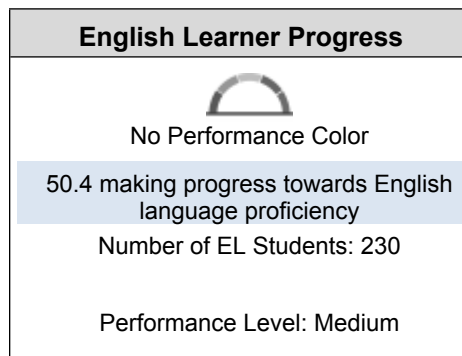
## Academic Performance English Learner Progress

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



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
18.6	30.8	4.7	45.6

#### Conclusions based on this data:

- In looking at the data it is evident that the school continues to see a positive shift in performance by our English Learners. Out of a total population of 230 identified English Learners 45.6% progressed at least one level. This reflects that the instructional strategies and scope and sequence grade level agreements that support our instructional programs are having a significant impact.
- In looking at the data it is evident that the school continues to see a positive shift in performance by our English Learners. Out of a total population of 230 identified English Learners 4.7% maintained ELPI Level. Out of a total population of 230 identified English Learners 30.8% maintained ELPI Levels 1, 2L, 2H, 3L or 3H. This reflects that the instructional strategies and scope and sequence grade level agreements that support our instructional programs are allowing for this student population to maintain their relative growth.
- In looking at the data it is evident that the school continues to see a positive shift in performance by our English Learners. Out of a total population of 230 identified English Learners 18.6% decreased one ELPI Level. This brings us an awareness that while our instructional strategies are impacting students in an overall continuous growth by moving one level reflected in the 45.6% one level growth or the or maintaining relative growth of 35.5%, we need to reflect and see what additional supports or interventions can be put in place to deter decreases as reflected in the data.



# 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. While there is no data available in this category we promote college readiness through teaching our 6th grade students GRIT, Resiliency, A-G College Requirements, Financial Aid & Scholarship processes. We promote the 6 year plan to attend college. We also have a university partnership with CSULA where college students do presentations about some of the topics previously mentioned to both parents and students and we conduct a university field trip.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

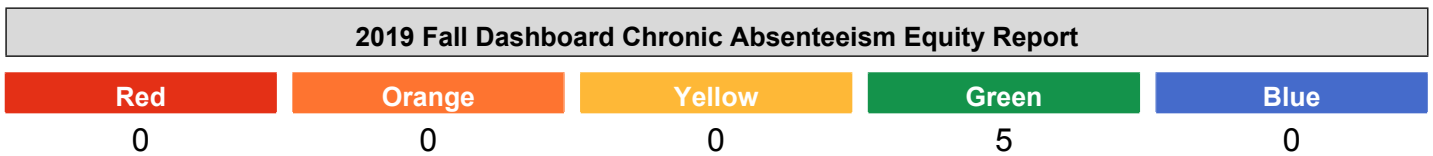
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Green 6.2 Declined -1.6 497	<p><b>English Learners</b></p>  Green 4.7 Maintained -0.3 343	<p><b>Foster Youth</b></p>  No Performance Color 8.3 Declined -18.9 12
<p><b>Homeless</b></p>  Green 5 Declined -2.7 40	<p><b>Socioeconomically Disadvantaged</b></p>  Green 6.5 Declined -1.6 476	<p><b>Students with Disabilities</b></p>  Green 7.5 Declined -5 53

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 3.6 Increased +3.6 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.2 Declined -1.5 466	 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 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

**Conclusions based on this data:**

1. In looking at the data it is evident that the school continues to see a positive shift in the performance bands from the 2018 to the 2019 school years. In the 2018 academic year our band designation for Chronic Absenteeism was orange and it moved to green in 2019. This illustrated the consolidated efforts at our site of more communication with parents that included attendance appointments and Principal home visits during Thanksgiving, Winter and Easter breaks. The personalized touch of visiting families during non school weeks illustrated to the community a commitment to our students and families that their attendance at school is important to their academic growth.
2. All categories experienced a positive shift in the performance bands from the 2018 to the 2019 school years. Our Foster youth population saw the biggest positive shift with a decline of 18.3% in Chronic Absenteeism ensuring them attending school and minimizing potential drop out options.
3. Our Homeless, Socioeconomically Disadvantaged, and Students with Disabilities experienced declines of -2.7%, -1.6% and -5% respectively in Chronic Absenteeism ensuring them attending school and minimizing potential drop out options.

# 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

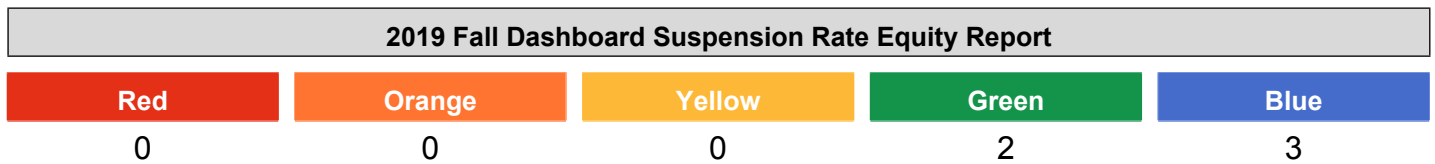
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:



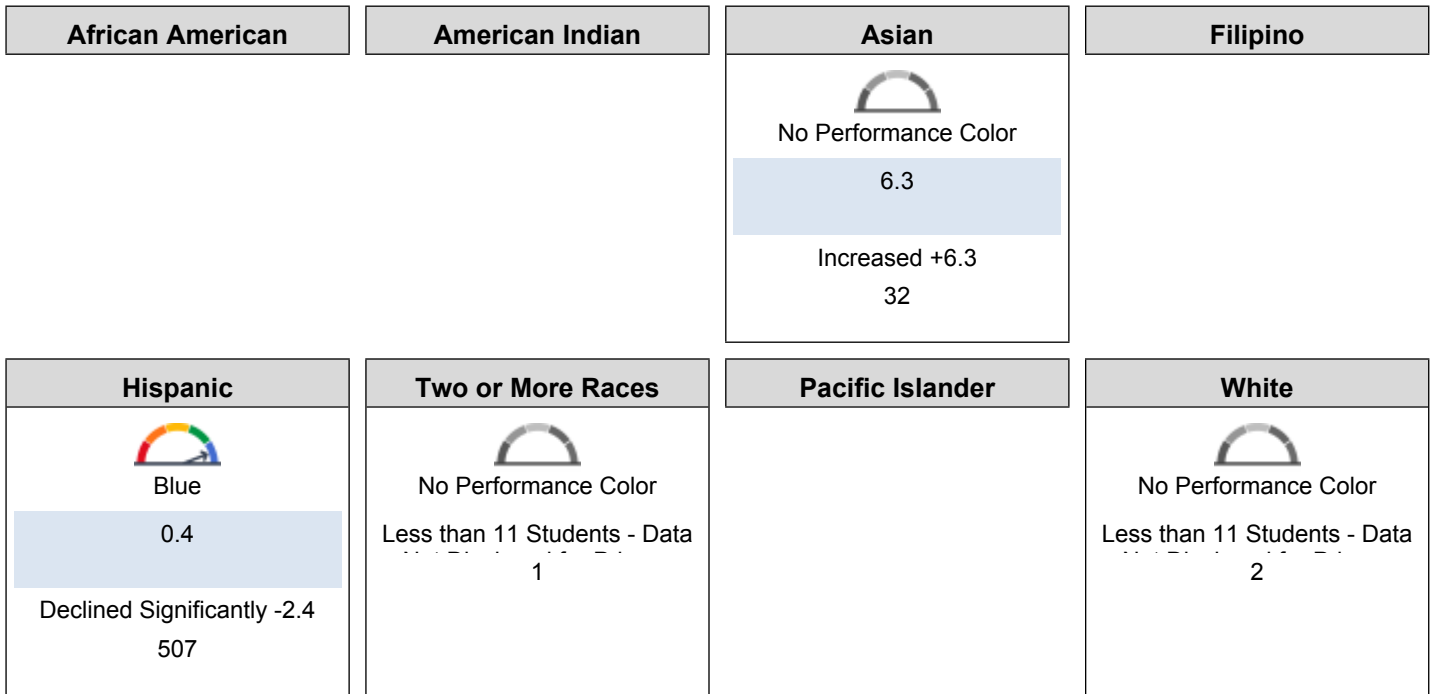
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 0.7 Declined Significantly -1.9 542	<p><b>English Learners</b></p>  Green 1.1 Declined -0.8 378	<p><b>Foster Youth</b></p>  No Performance Color 0 Maintained 0 12
<p><b>Homeless</b></p>  Blue 0 Declined -1.8 44	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 0.8 Declined Significantly -1.8 503	<p><b>Students with Disabilities</b></p>  Green 1.9 Declined -8.3 54

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.6	0.7

**Conclusions based on this data:**

1. In looking at the data it is evident that the school continues to see a positive shift in the performance bands from the 2018 of 2.6 to the 2019 school year of 0.7. In the 2018 academic year our band designation for Suspension Rates was yellow and it moved to blue in 2019. This illustrated the consolidated efforts at our site of looking at alternative means of correction focusing on providing more supports in addressing the behaviors and decision making that led students to make certain choices that ultimately got them into a predicament. This allowed students to gain personal awareness of decision making and through site counseling and PBIS supports we were able to impact students in a more fundamental manner.
2. Our Homeless, Socioeconomically Disadvantaged, and Students with Disabilities experienced declines of -1.8%, -1.8% and -8.3% respectively in Suspension Rates ensuring them attending school and minimizing potential drop out options.  
All categories experienced a positive shift in the performance bands from the 2018 to the 2019 school years.
3. Our English Learners saw a decrease of -0.8 % and are situated in the green band and our Hispanic population as a whole is in the blue band with a decline of 2.4%.  
However, we saw an increase of our Asian population suspension rates making us aware that we need to continue looking at other means of corrections that will address this area of concern.



# 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

English Language Arts

## LEA/LCAP Goal

Each student will be provided high-quality learning and enriching, hands-on experiences through a broad course of study and full implementation of the California State Standards.

Each student will increase by one proficiency level or maintain proficient or advanced level in language arts as measured by the CAASPP. The District school-wide increase goal in ELA is 4%, SWD 4%, & EL 4%.

Given our present models of distance learning, our school goal is to maintain the present level of academic achievement for all sub-groups until Payne resumes in person instruction.

## Goal 1

By June 2021, the percent of students including Disadvantaged, English Language Learners, Special Needs, Homeless, Foster Youth, and GATE students achieving standard met/exceeded standard on common core assessment will increase by 4%.

Given our present models of distance learning, our school goal is to maintain the present level of academic achievement for all sub-groups until Payne resumes to in-person instruction.

We are aware that with the reality of COVID 19 our goal will encounter many a challenge such as connectivity to mention one. The closures in the spring of 2020 has had an impact on student proficiency by creating a learning loss.

As we look at this academic year we are fully aware that we will continue to strive forward as we simultaneously continue to face challenges.

## Identified Need

As a school committed top high levels of learning and achievement based on our latest results on the 2018 -2019 CAASPP results along with DORA we are aware that comprehension continue to be an area of concern. Consequently, we will remain focused working with our students to allow them to develop the academic tools to meet / exceed standards and make continuous improvement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	CAASPP Results from 2019 Overall Student Proficiency Results 31.97% Met or Exceeded Standards 22.68% Standard Nearly Met	In a traditional setting, the school-wide increase goal will be 4% for all students scoring in the "met or exceeded" standards ranges and all subgroups.
California Dashboard Data	45.83% Standard Not Met 12% ELL Met or Exceeded Standards  California Dashboard Results from 2019	Goal - 35.97% Met or Exceeded Standards (All Students) 16% Met or Exceeded Standards (EL Students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Diagnostic Online Reading Assessment (DORA)</p>	<p>(The Dashboard Data Section of reflects a yellow band designation )  All students 46.1 points below Standard - Increased + 10.8 points  ELs 43 points below standard Increased Significantly + 16.6 points  SWD 106.5 points below standard Increased Significantly +32.3 points</p> <p>DORA Performance Bands Report Spring 2020  Student Distribution by Developmental Groups  K - 6 Comprehension rates range All Students Above and Proficient 41.7 %  Emergent 58/3 %</p> <p>DORA Performance Bands Report Nov 2021  Student Distribution by Developmental Groups  K - 6 Comprehension rates range All Students Above and Proficient 36.6%  Emergent 63.4 %</p> <p>Current DORA scores inform us that our students are facing challenges in Reading Comprehension and Spelling. This is evident when our students are scoring in late first or early second grade (1.89 for EL and 2.17 for all students) as of our November DORA exams for 3rd grade. In our 4th grade we see scores such as 3.26 and 3.48 for EL and All students respectively. In our 5th grade we see scores such as 2.57 and 4.37 for EL and All students respectively. In our 6th grade we see scores such as 4.09 and 5.75 for EL and All students respectively.</p>	<p>Due to the challenges posed by COVID 19 and Distance Learning, Payne maintained band status of "Yellow" or increase to "Green" level of performance.  Goal - All students 42.1 points below Standard  ELs 39 points below standard  SWD 102.5 points below standard</p> <p>DORA - GOAL 2020-2021 (Last Year)  K - 6 Comprehension rates range All Students Above and Proficient 45.7 %  Emergent 54.3 %</p> <p>DORA - GOAL 2021-2022  K - 6 Comprehension rates range All Students Above and Proficient 50.0 %  Emergent 50.0 %  Spanish DORA  Above and Proficient 60.0%  Emergent 40.0 %</p> <p>DORA - GOAL 2021-2022  Given our present models of in person instruction, our school goal is to assist our students with the challenges of learning loss/ accelerated learning opportunity to increase their present level of academic achievement for all sub-groups.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

**Strategy/Activity 1**

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

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

All students with focus on at-risk students.

**Strategy/Activity**

Alignment of Instruction with Content Standards:

Payne has focused heavily on aligning instruction to the California Common Core State Standards (CCSS). Professional Development commenced in August 2020 during which teachers engaged in explicit training on distance learning platforms and effective planning to develop a school-wide scope and sequence of instruction in ELA/ELD reading/language arts/writing strategies.

Teachers will design and implement units of study based on the grade level adopted ELA program McGraw Hill, district-wide matrices of California Common Core State Standards for ELA and to share best practices and strategies to meet students' diverse needs this includes AVID and SEAL strategies. A continuance of the realignment of adopted materials to content standards will continue throughout the 2021-2022 year in order to ensure that Focus Claims and Targets were well addressed through explicit instruction. Payne will utilize the District Standard Scope and Sequence developed during the Summer 2020 as a base along with our instructional framework as much as possible under the current covid 19 in person guidelines.

In the past, Professional Development took place in the summer focusing on Thinking Maps and their use in the instructional classroom. They also were exposed to Thinking Maps in PD during the year for new teachers and also for paraprofessionals.

The use of Thinking Maps in the curricular area of Math was also introduced. Provide time and purchase resources to continue staff development in the area of Common Core Standards and implementation of school wide agreements.

Allocate available resources to purchase books, instructional software and other web based instructional applications, videos, audio book sets, and other materials to improve alignment to standards and facilitate implementation of of school wide strategies.

Teachers will use additional materials that will benefit all sub-groups for reading/language development and writing preparation. These may include but are not limited to the following: Reading logs, Interactive Journals, Reading Journals, Reader's Library, etc. Payne will commit to implementing Language Function Walls in all grade levels TK-6 in order to enhance instruction in vocabulary and language use of all students.

To ensure the integrity of our process, we will ensure the following:  
Discussions may be done through the following: Staff meetings, grade level meetings, collaboration meetings, and data reflection meetings reflecting on schoolwide agreements, targeted instructions, student data, and effective strategies.

We will look at a myriad of data sources such as DORA Diagnostic, formative, interim, and summative assessments to modify and improve teaching and 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)
1,000	Title I 1000-1999: Certificated Personnel Salaries Substitutes for grade level release time/Extra Duty for professional development
3,000	Title I 1000-1999: Certificated Personnel Salaries Professional Development (AVID / SEAL/ Dual Language Immersion) and other ELA/ELD curricular areas including materials and supplies

### **Strategy/Activity 2**

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

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

All students with focus on at-risk students

#### Strategy/Activity

Alignment of Instruction with Content Standards:

Principal will collaborate with teachers to review and monitor Benchmark and curricular Fluency assessments to be given during the appropriate testing windows and use the results to modify and improve teaching and learning.

Assessment results will be communicated to parents during parent conferences and other parent meetings.

To ensure the integrity of our process we will ensure the following:

Utilize data of formative, interim, and summative assessments to modify and improve teaching and learning.

Collaboration meetings and when possible grade level or Vertical Grade level ELD articulation meetings (4-6) in addition to our regularly scheduled staff meetings.

Sobrato Early Academic Language (SEAL) training and implementation for TK-3rd grade classes. Teachers will utilize total group, small group and individual assessments, as needed.

As well as AVID vertical meetings involving 4th - 6th Grades as we continue to implement AVID Elementary.

Administration will also hold bi-monthly meetings with paraprofessionals to see how they are supporting the curriculum in the classroom. Including the progression of our interventions through the day that they conduct to support teachers.

Classroom instruction will focus on deeper implementation of technology to support distance learning, school-wide strategies, and technology integration. This includes, but is not limited to: Google, Peardeck, Schoology, Clever, Flipgrid, Learning A-Z and Edpuzzle.

To provide increased and enhanced access to standards and to supplement opportunities for our at-risk students, poster marker supplies will be purchased in order to continue utilization of our school poster makes. Poster maker will be utilized by teachers to create specific charts/posters that address the needs of our At-risk students.

Teachers will use additional ancillary materials that will benefit all sub-groups for reading/language development and writing preparation. These may include (but are not limited to) the following: Read Naturally, Reading Logs, and Interactive Journals, Reading Journals, Readers' Library, etc.

Allocate available resources to purchase additional classroom reading material (class sets of novels, classroom library books, leveled readers) to support instruction. Emphasis will be placed on purchasing Bilingual material for the Dual-Immersion classes.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
-----------	-----------

### **Strategy/Activity 3**

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

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

All students with focus on at-risk students

#### Strategy/Activity

Improvement of instructional strategies and materials.

Based on student performance data and through data reflection sessions teachers will evaluate current practices, strategies and materials, and determine how to best meet the needs of all learners.

To ensure the success of all learners, we are committed to the following:

Sobrato Early Academic Language (SEAL) training and implementation for TK - 3rd grade classes.

Teachers will utilize total group, small group. and individual assessment as needed.

Teachers will implement school wide ELA Strategy agreements: Emphasis in the utilization of Language Function Walls that include a myriad of imbedded strategies such as Frayre Vocabulary Model, Sentence Frames, Thinking Maps,also the use of informative text in all grade levels,

Collaborative Conversations, Close Reading, Readers / Writers Workshops (McGraw Hill) Guided Reading/Literature Circles, NVL , I, SEAL K-3.

Continue to implement AVID Elementary strategies and best practices grades 4th - 6th.

Administrators monitor achievement, supervise instruction, and work in collaboration with teachers and staff to ensure the integrity of the instructional program.

Analyze all materials resources by grade level to determine alignment to standards.

Allocate available resources to purchase books, instructional software and other web based instructional applications, videos, audio book sets, and other materials to improve alignment to standards and facilitate implementation of of school wide strategies.

Teachers will use additional materials that will benefit all sub-groups for reading/language development and writing preparation.

These may include but are not limited to the following: Reading logs, Interactive Journals, Reading Journals, Reader's Library, etc.

Provide time and purchase resources to continue staff development in the area of Common Core Standards and implementation of school wide agreements.

They may be done through the following: Staff meetings, grade level meetings, collaboration meetings, and data reflection meetings. ELD Collaboration meetings as well as AVID vertical articulation meetings.

Alignment of Instruction with Content Standards:

Teachers will use the core adopted English Language Arts program and supplemental materials at each grade level to teach grade level content standards.

### 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	Title I 4000-4999: Books And Supplies Classroom Reading Materials and other research and standards based supplementary materials
4,057	Title I 4000-4999: Books And Supplies Poster machine supplies and other supplies to support SEAL, AVID and SEL programs.
8,000	Title I 4000-4999: Books And Supplies College Going Culture Supplies and Material
12,000	Title I None Specified



**Strategy/Activity 4**

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

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

All students with focus on at-risk students

**Strategy/Activity**

Extended Learning Time

To ensure the success of all learners, we are committed to the following:

During ELD & RTI students will be grouped by ELD levels or Reading Levels based on data and teacher recommendation. All students will receive the appropriate ELD/RTI support based on the current level of performance. (Standards Plus)

Admin will work with teachers to determine which reading/language interventions have the greatest possible benefits to students. Data Triangulation DORA, ELPAC, CAASPP, Imagine Learning Galileo, and ELD pretest will be used as part of the intervention grouping system.

Allocate available resources to purchase books, instructional software and other web based instructional applications, videos, audio tape/book sets, and other materials to improve alignment to standards and facilitate implementation of of school wide strategies.

Alignment of Instruction with Content Standards and student needs:

Teachers will administer State Assessments and District Benchmark assessments. Additionally, individual and diagnostic assessments will be administered as needed to identify specific learning gaps and needs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

20,000

Title I  
1000-1999: Certificated Personnel Salaries  
Intervention Classes

19,000

Title I  
4000-4999: Books And Supplies  
Typing Pal, Renaissance Learning-Accelerated Reader,, College Going Culture AVID / SEAL supplies for implementation, Standard Plus, Scholastic magazines such as Storyworks and other titles and other related programs. Technology for use with interventions in classrooms, labs, and other online base

	supplementary programs. Learning A-Z online intervention subscriptions guided reading materials.
12,000	LCAP 2000-2999: Classified Personnel Salaries Intervention Classes
16,000	LCAP 1000-1999: Certificated Personnel Salaries Intervention Classes
10,000	Title I 4000-4999: Books And Supplies SEAL Supplementary Materials for teachers such as Realia, Consumable/non-consumable TK - 3
10,000	Title I 4000-4999: Books And Supplies Content Area Read Aloud Class Sets 4-6

### Strategy/Activity 5

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

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

#### Strategy/Activity

Improvement of Instructional Strategies and Materials:  
Informal and formal observations will be conducted in the areas of Language Arts with an emphasis on whole group engagement strategies and explicit, differentiated, small group 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)



### Strategy/Activity 6

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

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

All students with focus on at-risk students

#### Strategy/Activity

Improvement of Instructional Strategies and Materials:  
Teachers will have access to classroom technology hardware and online, standards-based resources to supplement and assist in teaching the Common Core State Standards in ELA.



Allocate available resources to purchase books, instructional software and other web based instructional applications, videos, audio tape/book sets, and other materials to improve alignment to standards and facilitate implementation of of school wide strategies.

**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 7**

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

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

Strategy/Activity

Improvement of Instructional Strategies and Materials:  
 Teachers will have the opportunity to team teach in English Language Arts to better meet the diverse needs of students using research-based, supplemental instructional materials and programs.

For Dual Immersion Classroom library collections will be established with purchase of new, leveled trade books.

School Library will have updated leveled books for our students with the highest need of these resources in print that foment the love of reading. (LCAP Funding)

Classroom Libraries with purchase of new, leveled trade books.(LCAP Funding)

Allocate available resources to purchase books, instructional software and other web based instructional applications, videos, audio tape/book sets, and other materials to improve alignment to standards and facilitate implementation of of school wide strategies.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

4,000	Title I None Specified Dual Language PD
	Title I  Online Subscriptions
7,000	Title I 4000-4999: Books And Supplies

	Dual Language Library Books for School Library
5,000	Title I 4000-4999: Books And Supplies Bilingual Classroom Library Books
13,500	Title I 4000-4999: Books And Supplies Library Books Entire Site & Dual Language Library Books and SEL Books for Counselor

### Strategy/Activity 8

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

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

#### Strategy/Activity

Improvement of Instructional Strategies and Materials:  
The Media Clerk will keep an inventory of all SBE adopted materials, including Intervention and enrichment materials, and ensure every student is assigned a SBE adopted textbook in all core curricular areas as required.

#### 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)

	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Media Clerk Salary- District LCAP
--	--

### Strategy/Activity 9

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

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

#### Strategy/Activity

Increased Educational Opportunity:  
Dual Language Immersion Full Day Transitional Kindergarten and Kindergarten programs will be offered to all eligible students to better prepare them for Dual Language Immersion Kindergarten. Interventions)

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

6,264	LCAP 4000-4999: Books And Supplies
-------	---------------------------------------

**Strategy/Activity 10****Students to be Served by this Strategy/Activity**

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

**Strategy/Activity**

Increased Educational Opportunity:

Instructional aides will be employed to assist teachers in providing differentiated instruction to targeted students in Transitional K, Kindergarten, First , Second and Third grades.

**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)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
Instructional Aide Salary- District LCAP

**Strategy/Activity 11****Students to be Served by this Strategy/Activity**

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

**Strategy/Activity**

Increased Educational Opportunity:

Students will have access to instructional software in the computer lab and in the classroom to support learning or reinforcing ELA standards and skills.

**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)

LCAP  
2000-2999: Classified Personnel Salaries  
Technology Tech Salary- District LCAP

LCAP  
5000-5999: Services And Other Operating  
Expenditures  
Software Licenses

LCAP  
4000-4999: Books And Supplies  
Technology-related supplies

## Strategy/Activity 12

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

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

#### Strategy/Activity

Increased Educational Opportunity:

The Student Success Team will meet regularly to design and implement interventions based on the RtI Model, and support underperforming/at risk students having difficulty in the regular class. The focus of our SST is early intervention in order to reduce the number of students referred for special education services.

### 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 13

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

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

#### Strategy/Activity

Staff Development and Professional Collaboration:

Provide time and resources to continue staff development in the area of literacy.

### 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 14

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

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

#### Strategy/Activity

Staff Development and Professional Collaboration:

GATE Liaison Teacher will attend District meetings, provide information to staff and screen possible candidates.

### 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 15**

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

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

Strategy/Activity

Staff Development and Professional Collaboration:  
Common Core Lead Teachers will attend District meetings and trainings and provide information and training to staff.

**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 16**

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

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

Strategy/Activity

Involvement of Parents and Community:  
An adjustment was made to the funding of the School Community Liaison to better reflect the essential duties of this position which include: serving as a communication link between the school and members of the educational community, assisting community members in understanding program goals and objectives, enlisting community member's support and involvement in the educational process and performing follow-up functions and activities in resolving student attendance, welfare, and other child-related problems. The School Community Liaison will be funded 100% through site Title 1 funds. Community Liaison will be employed to provide parents with information on community resources to assist them with emerging and persistent needs. In addition, the Community Liaison will organize parent volunteer groups in the school, provide parent workshops to support learning at home, implement school-wide family involvement programs, and organize our parent involvement center. Furthermore, our Liaison will work with our families of high needs in the areas of academics, attendance, social, and behavioral challenges. She will work with our families to assist them in accessing local support from agencies that address the myriad of needs our at risk families.

**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)

52,596

Title I  
2000-2999: Classified Personnel Salaries  
Community Liaison Salary & Benefits

	LCAP 5800: Professional/Consulting Services And Operating Expenditures Professional Development
3,972	Title I 4000-4999: Books And Supplies Workshop supplies and materials for parent workshops.
3,480	LCAP 5000-5999: Services And Other Operating Expenditures Family Field Trips
13,224	LCAP 4000-4999: Books And Supplies PIQE, CAFE, or other agencies related costs for parent involvement Academies PAT Team

**Strategy/Activity 17**

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

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

Strategy/Activity

Involvement of Parents and Community:  
Teachers will meet with parents in October and February to report on assessment data, grade level progress, standards, and behavior. The Home-School compact will be signed and communication will be on-going.

**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 18**

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

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

Strategy/Activity

Auxiliary Services for Students and Parents:  
All students will be provided with basic school supplies to support 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)

### Strategy/Activity 19

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

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

#### Strategy/Activity

Auxiliary Services for Students and Parents:

All students will have access to the Library at least weekly to check out books. Additional hours have been added in the afternoon to open the library to students and parents.

The additional hours allow access to computers for our students that promote literacy and can be utilized for research purposes for grade level projects, practice word processing skills, access online programs to enhance their educational experience such as Lexia (phonemic awareness and literacy) , Accelerated Reader (literacy & reading comprehension. Library upgrades to reading materials have been done to promote literacy and the love of reading. Additionally, technology upgrades will be made this year. Monthly library events promoting literacy affirming the cultural backgrounds of our student and community make up.

#### 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)

17,332

Title I  
2000-2999: Classified Personnel Salaries  
Library Tech Salary- (30%) Title I

LCAP  
2000-2999: Classified Personnel Salaries  
Extra Duty for Library

LCAP  
4000-4999: Books And Supplies  
Library Upgrades- District LCAP

### Strategy/Activity 20

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

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

#### Strategy/Activity

Auxiliary Services for Students and Parents:

Family Reading Night will be hosted to promote literacy via engaging and fun ways to practice reading skills at home.

#### 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)
	LCAP 1000-1999: Certificated Personnel Salaries Certificated Extra Duty
	LCAP 2000-2999: Classified Personnel Salaries Classified Extra Duty
	LCAP 4000-4999: Books And Supplies Supplies and Materials

## 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.

During the 2018-2019 year, the SPSA focused heavily on aligning instructional practices to develop a stronger implementation of school-wide strategies to address the language needs of students in order to increase achievement in reading. This included a strong emphasis on language function walls as well as SEAL and AVID strategy implementation. Results from data strongly support the School Plan for Student Achievement (SPSA) Page 26. Payne Elementary School success of the implementation with growth in overall achievement as well as the growth of all subgroups.

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

All of Payne's budgeted expenditures were in alignment with the implementation of the school plan. As purchases and expenditures were being placed, the school plan was analyzed to ensure that all items met the goals articulated in the plan as well as the integrity of the implementation.

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

As State Assessment Data was not available for Spring 2020, and with the implementation of the MVSD Three-Phase Model of instruction for 2020-2021, and given the success of the implementation of previously adopted school-wide strategies, Payne determined there was compelling need for the continuation of the adopted school wide strategies however greater emphasis will be placed on implementing these strategies through technology based lessons given the current need for distance learning. These changes can be found throughout the SPSA.





# 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

Mathematics

## LEA/LCAP Goal

Each student will be provided high-quality learning and enriching, hands-on experiences through a broad course of study and full implementation of the California State Standards.

Given our models of distance learning our school goal is that each student will increase by one proficiency level or maintain proficient or advanced level in mathematics until we return to in person instruction.

## Goal 2

By June 2020, the percent of students including Disadvantaged, Special Needs, Homeless, Foster Youth, and GATE students achieving standard met/exceeded standard on common core assessment will increase by 5%. English Language Learners will increase by 4% and Students with Disabilities will increase by 4%. We are aware that with the reality of COVID 19 our goal will encounter many a challenge such as connectivity to mention one.

The closures in the spring of 2020 has had an impact on student proficiency by creating a learning loss.

As we look at this academic year we are fully aware that we will continue to strive forward as we simultaneously continue to face challenges.

## Identified Need

After reviewing multiple data sources, results indicate that Payne students are making gains in Mathematics. Payne overall gains in math in 2019 were greater than District overall gains, we are now performing at the same as the district average on SBAC. Looking deeper at SBAC Claim Data and SBAC Target relative strengths and areas of concerns, across all grade levels, Concepts and Procedures was an area of concern.

Further analysis of ADAM data showed that Measurement and Geometry was a relative area of concern. By 6th grade, the gap of student skills was an average of 2-3 years behind grade level. Analysis of the

question types showed that students struggled with complex problem solving and the academic vocabulary to tackle such problems. For English Learners, especially LTELs, the performance gaps were significant. Based on the results of these findings, there is a need for continued school-wide implementation of problem solving strategies and focused staff development on teaching to greater depths and complexity of math standards.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	CAASPP Results from 2019 Overall Student Proficiency Results 22.97% Met or Exceeded Standards	In a traditional setting, the school-wide increase goal will be 4% for all students scoring in the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>California Dashboard Data</p> <p>Adaptive Diagnostic Assessment of Mathematics (ADAM)</p>	<p>24.03% Standard Nearly Met 53.00% Standard Not Met 11% ELL Met or Exceeded Standards</p> <p>California Dashboard Results from 2019 (The Dashboard Data Section of reflects a yellow band designation ) All students 62.3 points below Standard - Increased Significantly + 22.6 points ELs 60.3 points below standard Increased Significantly + 27.9 points SWD 115.5 points below standard Increased Significantly +32.9 points</p> <p>ADAM Performance Bands Report Spring 2020 Student Distribution by Developmental Groups K - 6 Number Sense Rates Range All Students Above and Proficient 14.0 % Approaching Proficient 19.1% Emergent 66.9 %</p> <p>ADAM Performance Bands Report Nov. 2021 Student Distribution by Developmental Groups K - 6 Number Sense Rates Range All Students Above and Proficient 30.0 % Approaching Proficient 35.0% Emergent 35.0%</p>	<p>"Met or exceeded" standards ranges and all subgroups. Goal - 25.97% Met or Exceeded Standards (All Students ) Goal - 15% ELL Met or Exceeded Standards</p> <p>Due to the challenges posed by COVID 19 a, Payne will maintain band status of "Yellow" or increase to "Green" level of performance. Goal - All students 58.2 points below Standard ELs 35 points below standard SWD 98.5 points below standard</p> <p>ADAM - GOAL 2021 K - 6 Number Sense Rates Range All Students Above and Proficient 40% % Approaching Proficient 40.1% Emergent 20.0 %</p> <p>Given our present models due to Covid 19 our school goal is to maintain the present level of academic achievement for all sub-groups at Payne and encounter substantial gains. We are aware that as time progresses mathematics increase in difficulty and are hopeful that are students will embrace the challenge with teacher support. and instructional strategies</p>

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

### Strategy/Activity 1

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

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

All students with focus on at-risk students

### Strategy/Activity

Payne has focused heavily on aligning instruction to California Common Core State Standards (CCCSS). Mathematics has become a greater area of concern for Payne students when compared to previous years. In an effort to ensure that students continue to make gains in math, we are committed to the following:

Teachers will review the CCCSS and Framework in Mathematics and the Math Blueprints.

Classroom instruction will focus on deeper implementation of technology to support distance learning, school-wide strategies, and technology integration. This includes, but is not limited to: Google, Peardeck, Schoology, Clever, Flipgrid, and Edpuzzle.

Teachers will implement the adopted District Math series HMH Expressions. Teachers receiving PD by UCI math project.

Teachers will use additional materials, including math software and web-based applications, that will benefit all sub-groups for reading/language development and test preparation. These include but are not limited to the following: Big Brains, Math EDGE, Brain Pop & Brain Pop Jr.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

Title I  
1000-1999: Certificated Personnel Salaries  
Substitutes for grade level release time/Extra  
Duty or PD

1,000

Title I  
4000-4999: Books And Supplies  
Professional Development materials and  
supplies (see above)

### Strategy/Activity 2

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

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

### Strategy/Activity

Alignment of Instruction with Content Standards:

Principal will collaborate with teachers to review and monitor common assessments to be given during the appropriate testing windows and use the results to modify and improve teaching and learning. Assessment results will be communicated to parents during parent conferences and other parent 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)

**Strategy/Activity 3**

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

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

All students with focus on at-risk students

Strategy/Activity

Alignment of Instruction with Content Standards:  
 Teachers will use the core adopted Mathematics program and supplemental materials at each grade level to teach grade level content standards.

Allocate available resources to purchase books, Intervention instructional software (EDGE) (Standards Plus )and other web based instructional applications, videos, audio tape/book sets, and other materials to improve alignment to standards and facilitate implementation of of school wide strategies.

Coding, Robotics and 3 dimensional printing. May include instruction and robots and supplementary supplies. May also be for standards plus intervention.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2,000	Title I 4000-4999: Books And Supplies Supplemental / Intervention Materials like Standards Plus & Including Instructional Software Programs to support instructional needs of students via software program.
10,000	Title I 5000-5999: Services And Other Operating Expenditures STEM Engineering Grades 1 - 5 Wind Tree or other Providers in STEM (Robotics, Engineering, etc.)
13,920	LCAP 5000-5999: Services And Other Operating Expenditures STEM Engineering Grades K - 6 Wind Tree or other Providers in STEM (Robotics,

Engineering, etc.) Including technology and Supplies such as 3D printers and Robotics training.

#### **Strategy/Activity 4**

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

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

##### Strategy/Activity

Alignment of Instruction with Content Standards and student needs:

Teachers will administer State Assessments and District common assessments. Additionally, individual and diagnostic assessments will be administered as needed to identify specific learning gaps and needs.

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

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

Improvement of Instructional Strategies and Materials:

Informal and formal observations will be conducted in the areas of Mathematics with an emphasis on student engagement with the Common Core mathematical practice standards, conceptual understanding, and problem solving.

##### **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 6**

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

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

##### Strategy/Activity

Improvement of Instructional Strategies and Materials:

Teachers will have access to online, standards-based resources to supplement and assist in teaching the Common Core State Standards in Mathematics.

**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 7**

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

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

Strategy/Activity

Increased Educational Opportunity:  
Students will have access to instructional software in the computer lab and in the classroom to support learning mathematical skills.  
Allocate available resources to purchase books, instructional software and other web based instructional applications, videos, audio tape/book sets, and other materials to improve alignment to standards and facilitate implementation of of school wide strategies.  
Students have the opportunity to participate in Robotics to allow application of mathematical concepts to enhance their understanding and apply them to the fields of science, engineering, as well as other STEAM areas that will allow them to anchor key mathematical concepts. Coding to be included as well in this curricular area.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1,000

LCAP  
4000-4999: Books And Supplies  
Interventions

**Strategy/Activity 8**

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

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

Strategy/Activity

Staff Development and Professional Collaboration:  
Provide time and resources to continue staff development in the area of mathematical routines and problem solving.

**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 9

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

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

#### Strategy/Activity

Involvement of Parents and Community:

Grade level mathematical fact fluency will be published and communicated to parents. In addition students will be recognized for meeting their grade level goals in this area.

Kyocera services

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1,000

#### Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Reprographic Services  
(see above)

5,176

Title I  
5000-5999: Services And Other Operating Expenditures  
Kyocera Reprographic Services, Ink costs  
Materials and copying costs copier service agreement (Kyocera).

## Strategy/Activity 10

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

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

#### Strategy/Activity

Auxiliary Services for Students and Parents:

Family Math Night will be held to promote engaging and fun ways to learn and practice math skills at home.

### 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 11

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

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



## Strategy/Activity

### Involvement of Parents and Community:

Community Liaison will be employed to provide parents with information on community resources to assist them with emerging and persistent needs. In addition, the Community Liaison will organize parent volunteer groups in the school, provide parent workshops to support learning at home, implement school-wide family involvement programs, and organize our parent involvement center. Furthermore, our Liaison will work with our families of high needs in the areas of academics, attendance, social, and behavioral challenges. She will work with our families to assist them in accessing local support from agencies that address the myriad of needs our at risk families.

## 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.

During the 2018-2019 year, the SPSA focused heavily on aligning instructional practices to develop a stronger implementation of school-wide strategies to address the needs for complex problem solving and academic math language in order to increase achievement in mathematics. This included a strong emphasis on the CUBE strategy use.

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

All of Payne' budgeted expenditures were in alignment with the implementation of the school plan. As purchases and expenditures were being placed, the school plan was analyzed to ensure that all items met the goals articulated in the plan as well as the integrity of the implementation.

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

As State Assessment Data was not available for Spring 2020, and with the implementation of the MVSD Three-Phase Model of instruction for 2020-2021, and given the success of the implementation of previously adopted school-wide strategies, Payne determined there was compelling need for the continuation of the adopted school wide agreements and grade level / grade level span agreed strategies however greater emphasis will be

placed on implementing these strategies through technology based lessons given the current need for distance learning. These changes can be found throughout the SPSA.

# 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

English Language Development

## LEA/LCAP Goal

District Annual Goal: Each EL student will increase by one /ELPAC level. The District increase goal for English Learners in ELA is 4% and in Math is 5%.

## Goal 3

By June 2020 all English Language Learners (ELLs) will achieve academic achievement as measured by Title III goals of 100% of students being proficient. The percent of students achieving benchmark/challenge on common assessments in Language Arts and Mathematics will increase by appropriate percentages previously mentioned in ELA & Math.

## Identified Need

As data results from May 2020 were not available, previous year data was used to identify student needs. From the analysis of the 2018-2019 CAASPP data, a significant gap exists between the performance of English Learners when compared to all students. The performance gaps increased with each subsequent grade level. When comparing Payne's ELs to performance of ELs statewide, Payne's ELs have had mixed results in state Math and ELA averages some years scoring higher and others lower than the state. During data analysis, teachers noted the increased expectations in vocabulary and reading on both the ELA and math assessments which may attribute to the increasing gaps. Student performance concerns in all areas of ELA stem from the students' need for deeper instruction on not only academic terms, but also how to understand, utilize, and incorporate language into their learning. A school-wide system of strategies will provide students with needed specific strategies while also providing for systematic implementation and continued development by staff.

RFEP numbers have increased continuously every year until COVID 19 came upon us.

The following are the numbers:

2014 - 2015 - 6 students

2015 - 2016 - 11 students

2016 - 2017 - 24 students

2017 - 2018 - 31 students

2018 - 2019 - 45 students

2019 - 2020 - Impacted by COVID 19

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	CAASPP Results from 2019  CAASPP Results from 2019 12% ELL Met or Exceeded Standards	In a traditional setting, the school-wide increase goal will be 4% for EL students scoring in the "met or exceeded"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Results	<p>ELPAC Results from Fall 2019            ELPAC Levels 2018 - 2019            Results            Level 4 - 16.17 Bridge Upper            Level 3 - 37.95 Expanding            Upper - Bridge Low</p>	<p>standards ranges and all subgroups.            Goal - 16% Met or Exceeded Standards (EL Students) .</p> <p>In a traditional setting, English learners (ELs) will achieve increase one proficiency level as measured by ELPAC and Payne's EL redesignation rates will increase by 4% as measured by ELPAC.</p> <p>ELPAC Levels Goal            Level 4 - 20.17 Bridge Upper            Level 3 - 41.95 Expanding            Upper - Bridge Low            Given our present models of distance learning, our school goal is to maintain the present level of academic achievement for all sub-groups until Payne resumes to in-person instruction.</p>

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

### Strategy/Activity 1

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

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

All students with focus on at-risk students

#### Strategy/Activity

Alignment of instruction with content standards:

Payne has focused heavily on aligning instruction to the California Common Core State Standards (CCSS).

Payne will commit to implementing Language Function Walls in all grade levels TK-6 in order to enhance instruction in vocabulary and language use of all students.

Student performance concerns in all areas of ELA stem from the students' need for deeper instruction on not only academic terms, but also how to understand, utilize, and incorporate language into their learning.

A schoolwide system of strategies will provide students with needed specific strategies while also providing for systematic implementation and continued development by staff.

To ensure the integrity of our process, we will ensure the following:

Principal will provide teachers with opportunities for grade level articulation to develop, implement SEAL/ GLAD strategies, and refine a standards based plan for ELL Learners.

Evidence of language purpose, cognitive maps, grammar, sentence frames, and academic language will be incorporated on LFWs.

Review ELD standards, ELD/ELA Correlation Guide, curriculum materials, ELPAC, ELD profile cards and Blueprints.

Teachers will team teach during ELD/RTI time to better provide for the individual student's needs. Allocate available resources to purchase books, instructional software and other web based instructional applications, videos, audio tape/book sets, and other materials to improve alignment to standards and facilitate implementation of of school wide strategies.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1,000	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Duty (see above)
2,567	Title I 4000-4999: Books And Supplies Supplies and 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 with focus on at-risk students

#### **Strategy/Activity**

Improvement of instructional strategies and materials:

Structured language practices will be incorporated throughout the curriculum to provide differentiated, language support to all students.

Students will be grouped by language proficiency for leveled language development instruction based on the four domains of speaking, listening, writing, and reading. Additionally, all teachers will dedicate more instructional time to the development of listening and reading comprehension skills throughout the curriculum.

To ensure the success of all learners, we are committed to the following:

Sobrato Early Academic Language (SEAL) continued implementation for TK-3rd grade classes. Teachers will implement the school wide agreement of using Language Function Walls. Students will participate in discussions and learning around the elements of a Language Function wall.

Classroom instruction will focus on deeper implementation of technology to support distance learning, school-wide strategies, and technology integration. This includes, but is not limited to: Google, Peardeck, Schoology, Clever, Flipgrid, and Edpuzzle.

Teachers will utilize ELA strategy agreements across content areas to support language and content acquisition: Emphasis on Informative Text in all grade levels, Sentence frames, Thinking Maps, GLAD, SEAL TK-3.

Teachers will utilize total group, small group and individual assessments as needed. Analyze all materials, including instructional software and web-based applications, and resources by grade level to determine alignment to standards.

Teachers will use additional materials that will benefit all sub-groups for reading/language development. These may include the following: Thinking Maps resources, Systematic ELD Units

Provide time and purchase resources to continue staff development. Analyze existing materials and purchase additional resources to support school-wide ELD strategies and meet the needs of EL students.

To provide increased and enhanced access to standards and to supplement opportunities for our at-risk student, poster marker supplies will be purchased. Poster maker will be utilized by teachers to create specific charts/posters that address the needs of our At-risk 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)

### **Strategy/Activity 3**

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

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

All students with focus on at-risk students

#### **Strategy/Activity**

Improvement of instructional strategies and materials: Supplemental materials will be implemented to support leveled language development instruction and structured language practices.

Extended learning time:

To ensure the success of all learners, we are committed to the following:  
Grade levels will determine a grade level time block of 45 minutes during which students are grouped in to ELD groups or Response to Intervention groups (RTI).

Implementation of a ELPAC "Taskforce" to provide additional language practice opportunities for students.

During ELD/RTI students will be grouped by ELD and/or reading level. All students will receive the appropriate ELD/RTI based on their current level of performance.

Principal will work with Teachers to determine which language interventions have the greatest possible benefit to students.

Instructional Aides will be trained in strategies to assist identified students with specific needs in TK-6 within their regular work assignments and during intervention time.

Utilize technology and software (Imagine Learning, ELA ,EDGE, etc) to support vocabulary development and language acquisition.

Assessment Assistant will co-coordinate annual administration of ELPAC with trained certificated, administrative, and classified personnel.

After school intervention classes will be provided to support EL at-risk becoming LTEL.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1,000

Title I  
4000-4999: Books And Supplies  
Material costs

### **Strategy/Activity 4**

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

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

All students with focus on at-risk students

Strategy/Activity

Improvement of instructional strategies and materials:  
Diagnostic tools will be utilized to pinpoint specific language needs for students at risk of becoming LTELs.

### **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 5**

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

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

All students with focus on at-risk students

## Strategy/Activity

Increased educational opportunity:

To ensure the success of all learners, we are committed to the following:

Grade levels will determine a grade level time block of 45 minutes during which students are grouped in to ELD groups or Response to Intervention groups (RTI).

During ELD/RTI students will be grouped by ELD and/or reading level. All students will receive the appropriate ELD/RTI based on their current level of performance.

SST will meet to assist teachers with strategies and interventions with identified students. SST will recommend additional testing for students who do not respond to interventions.

Purchase of Guided Reading, Reading A - Z, and other research-based intervention programs and materials to target instruction for at-risk students.

Study Trips as a classroom beyond the school campus. Through LCAP funds, students will attend 2 Study Trips per year. In order to increase educational opportunity and enhance the quality level of the study trips for our most at-risk students, additional study trips and entrance fees will be funded through Title I funds. These entrance fees will be for trips above and beyond the base curriculum provided through LCAP funds.

Materials and incentives will be purchased to support the implementation of interventions.

### **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)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Guided Reading Materials

## **Strategy/Activity 6**

### **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 7**



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

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

All students with focus on at-risk students in the Dual Language Program

**Strategy/Activity**

Increased educational opportunity:  
Bilingual instructional assistants will work in TK-First grade classrooms to provide primary language support in Spanish.

**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)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
Instructional Aide Salary  
(See GOAL 1 Intervention Allocation)

**Strategy/Activity 8**

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

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

All students with focus on at-risk students

**Strategy/Activity**

Staff development and professional collaboration:  
EL Advocates will attend District ELD Committee, receive EL-related training, and provide training to staff.

**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 9**

**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 10

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

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

All students with focus on at-risk students

Strategy/Activity

Auxiliary services for students and parents:

Parent training on the components of ELPAC and the interpretation of annual ELPAC assessment results.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

LCAP

1000-1999: Certificated Personnel Salaries  
Certificated Extra Duty  
(see above)

### Strategy/Activity 11

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

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

All students with focus on at-risk students

Strategy/Activity

Auxiliary services for students and parents:

Each student will attend two study trips per school year to enrich their experiences, build background knowledge, and enhance their academic language development.

#### 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 12

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

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

All students with focus on at-risk students

## Strategy/Activity

Monitoring program implementation and results:

Through the SSC, ELAC/DELAC and School Leadership Team implementation of Common Core Compatible Instructional Framework, instructional programs, and resource utilization will be monitored.

The SSC council will meet a minimum of 5 times this year to discuss program implementation and current results. The Leadership Team will discuss schoolwide and grade implementation and current results

Additionally, to ensure the integrity of our process, we will ensure the following:

Analyze data from the Common Core Assessments and prior Annual SBAC, ELPAC, and STAR Results as well as district benchmarks.

Monitor progress of transitioned students and those in English immersion program using district-wide assessments.

ELD Assessments and Ellevation profile cards

Classroom Observations

Assessment results (ELPAC, SBAC) as well as the academic program are presented to all parents at the Title I Annual Parent Meeting, at parent conferences, SSC, PAT, and parent meeting held 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)

### **Strategy/Activity 13**

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

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

All students with focus on at-risk students

## Strategy/Activity

Involvement of Parents and Community:

Auxiliary services for students and parents:

Offer ESL courses to parents in the evening.

Community Liaison will be employed to provide parents with information on community resources to assist them with emerging and persistent needs. In addition, the Community Liaison will organize parent volunteer groups in the school, provide parent workshops to support learning at home, implement school-wide family involvement programs, and organize our parent involvement center. Furthermore, our Liaison will work with our families of high needs in the areas of academics, attendance, social, and behavioral challenges. She will work with our families to assist them in accessing local support from agencies that address the myriad of needs our at risk families.

### **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 14**

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

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

All students with focus on at-risk students

Strategy/Activity

Collaborative meetings will be scheduled with ELD Teacher's on Special Assignment (TOSAS) to improve the academic experience of english language learners via best practices.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 15**

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

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

Strategy/Activity

After School Reading Comprehension Strategies for ELL. This will be conducted via after school Reading Intervention focusing on reading and ELD strategies to access the curriculum through literature promoting literacy.

**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)

2,000	LCAP 1000-1999: Certificated Personnel Salaries Certificated Extra Duty
1,000	LCAP 2000-2999: Classified Personnel Salaries Classified Extra Duty

# 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.

During the 2018-2019 year, the SPSA focused heavily on aligning instructional practices to develop a stronger implementation of school-wide strategies to address the language needs of students in order to increase achievement in reading, writing, and language acquisition. This included a strong emphasis on language function walls as well as SEAL strategy implementation. Results from data strongly support the success of the implementation with growth in overall achievement as well as the achievement of all subgroups.

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

All of Payne's budgeted expenditures were in alignment with the implementation of the school plan. As purchases and expenditures were being placed, the school plan was analyzed to ensure that all items met the goals articulated in the plan as well as the integrity of the implementation.

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

As State Assessment Data was not available for Spring 2020, and with the implementation of the MVSD Three-Phase Model of instruction for 2020-2021, and given the success of the implementation of previously adopted school-wide strategies, Payne determined there was a compelling need for the continuation of the adopted school-wide strategies however greater emphasis will be placed on implementing these strategies through technology-based lessons given the current need for distance learning. These changes can be found throughout the SPSA however more specifically detailed in the areas of Improvement of Instructional Strategies and Professional Development.

# 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

Safe and Healthy School Environment Social Emotional Learning

## LEA/LCAP Goal

As an overall campus with the reality of distance learning our goal is that once we resume in person instruction we will help our students re-acclimate themselves to being on campus and adhering by the PBIS school wide expectations utilizing our PBIS school and classroom matrices. We will also work with families through our counselor to support mental health.

We are at the blue band in the California Dashboard and we want to maintain our status.

In the past we had focused on reducing the violence and safety-related behavior and experiences as measured by a 20% reduction in suspension and related Healthy Kids survey questions.

## Goal 4

By June 2021 there will be an increase in the health and safety of all students. There will be a 20% reduction in the number of safety-related and disruptive/defiant behavior as measured by office referrals for discipline. Increase the number of fifth grade students meeting 6 out of 6 fitness goals on the California Physical Fitness Test by 10% annually. We are aware that the current impact and reality of COVID 19 will create challenges in attaining our goals.

## Identified Need

As data results from May 2020 were not available, previous year data was used to identify student needs we are using the data from the previous year 2019.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Referral	<p>We had moved from yellow in 2018 to blue in 2019.</p> <p>California Dashboard Results from 2019 (The Dashboard Data Section of reflects a blue band designation ) All students reported 0.7 with an indicator of Declined Significantly - 1.9 points ELs reported 1.1 with an indicator of Declined 1.1 SWD reported 1.9 with an indicator of Declined - 8.3 points</p>	<p>Maintain blue band status throughout the remainder of the year.</p> <p>Due to the challenges posed by COVID 19 and Distance Learning, Payne will maintain band status of Blue" level of performance. Goal - All students decline to 0.3 ELs decline to 0.7 SWD decline to 1.2</p>

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

**Strategy/Activity 1**

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

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

All students with focus on at-risk students

Strategy/Activity

Alignment of instruction with content standards:  
Classroom PE plans will reflect grade appropriate physical fitness 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)
-----------	-----------

**Strategy/Activity 2**

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

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

All students with focus on at-risk students

Strategy/Activity

Social Emotional Learning is an are that we have begun to address via in-services this past August 2019 to meet the needs of the entire child as we deliver a comprehensive educational experience. We will use resources provided by counselor or online resources such as the calmingh room, Ed Puzzle or Flocabulary to deliver lessons.

**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)
-----------	-----------

3,100	Title I 4000-4999: Books And Supplies Social Emotional Lessons
-------	--

1,500	Title I 4000-4999: Books And Supplies Teachers and Counselors will use resources provided by the counselor and will teach a minimum of two lessons per month. Other resources that can be used are EDPuzzle and we also have available to staff Flocabulary
-------	--

an online digital program that includes SEL lessons which is the use of Technology expedites lesson delivery. We are looking forward to receiving Second Step grade level kits in the coming future.

### Strategy/Activity 3

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

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

All students with focus on at-risk students

#### Strategy/Activity

Improvement of instructional strategies and materials:  
Structured recess will be implemented to promote physical activity and to provide greater supervision to smaller groups of students.  
Additional fitness equipment will be purchased.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

LCAP  
4000-4999: Books And Supplies  
Materials and supplies

### Strategy/Activity 4

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

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

All students with focus on at-risk students

#### Strategy/Activity

Staff development and professional collaboration:  
Campus Monitors will participate in staff development meetings at least once every trimester to learn new behavioral management skills and physical activities to implement during structured recess.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCAP  
2000-2999: Classified Personnel Salaries



Classified extra duty-Recess Supervisors  
(see above)

### **Strategy/Activity 5**

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

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

All students with focus on at-risk students

#### Strategy/Activity

Auxiliary services for students and parents: Fruit & Vegetable program participation will be encouraged.

#### **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 6**

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

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

All students with focus on at-risk students

#### Strategy/Activity

Auxiliary services for students and parents:  
Health aide will be employed to assist students with basic, first-aid/medical needs and to provide health-related information to parents and families.

#### **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)

750

LCAP  
4000-4999: Books And Supplies  
Health Aide Supplies

### **Strategy/Activity 7**

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

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

All students with focus on at-risk students

#### Strategy/Activity

Auxiliary services for students:  
Emergency bin supplies will be upgraded.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

None Specified  
4000-4999: Books And Supplies  
Auxiliary services for students and parents:  
Emergency bin supplies will be upgraded.

### Strategy/Activity 8

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

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

All students with focus on at-risk students

#### Strategy/Activity

Involvement of Parents and Community:

Community Liaison will be employed to provide parents with information on community resources to assist them with emerging and persistent needs. In addition, the Community Liaison will organize parent volunteer groups in the school, provide parent workshops to support learning at home, implement school-wide family involvement programs, and organize our parent involvement center. Furthermore, our Liaison will work with our families of high needs in the areas of academics, attendance, social, and behavioral challenges. She will work with our families to assist them in accessing local support from agencies that address the myriad of needs our at risk families.

### 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.

During the 2018-2019 year, the SPSA focused heavily on aligning instructional practices to develop a stronger implementation of school-wide strategies to address the language needs of students in order to increase achievement in reading, writing, and language acquisition. We are aware that while we have a focus on academics, we need to also address the mental health of our students and community. The strain that COVID 19 places on community is overwhelming and this being the case we make SEL supports via the calming room, self referrals from students depending on how they're feeling on a given day or teacher or family referrals. Our goal is that through counseling support and adhering to PBIS expectations we can support our students mental health and assist them in transitioning back to the classroom when that phase of our three tier model is in effect.

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

All of Payne's budgeted expenditures were in alignment with the implementation of the school plan. As purchases and expenditures were being placed, the school plan was analyzed to ensure that all items met the goals articulated in the plan as well as the integrity of the implementation.

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.

Just like State Assessment Data was not available for Spring 2020, and with the implementation of the MVSD Three-Phase Model of instruction for 2020-2021, and given the success of the implementation of previously adopted school-wide strategies, we are aware that our referral system is in pause due to distance learning. Nevertheless, teachers continue to implement PBIS matrices in their classes and we have shared with parents how to create their own matrix and we will be continuously revisiting with them the development to ensure a more classroom ambiance in the home setting supporting instruction.

Payne determined there was a compelling need for the continuation of our SEL strategies shared in our SEL Drive. However greater emphasis will be placed on implementing these strategies and processes through technology based lessons given the current need for distance learning. These changes can be found throughout the SPSA.

# 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	\$207,168
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$294,938.00

## 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	\$220,300.00

Subtotal of additional federal funds included for this school: \$220,300.00

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 (\$)
LCAP	\$73,638.00
None Specified	\$1,000.00

Subtotal of state or local funds included for this school: \$74,638.00

Total of federal, state, and/or local funds for this school: \$294,938.00

# 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
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
LCAP	73,638.00
None Specified	1,000.00
Title I	220,300.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	45,000.00
2000-2999: Classified Personnel Salaries	83,928.00
4000-4999: Books And Supplies	116,434.00
5000-5999: Services And Other Operating Expenditures	33,576.00
None Specified	16,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCAP	19,000.00
2000-2999: Classified Personnel Salaries	LCAP	14,000.00
4000-4999: Books And Supplies	LCAP	23,238.00
5000-5999: Services And Other Operating Expenditures	LCAP	17,400.00
4000-4999: Books And Supplies	None Specified	1,000.00

1000-1999: Certificated Personnel Salaries	Title I	26,000.00
2000-2999: Classified Personnel Salaries	Title I	69,928.00
4000-4999: Books And Supplies	Title I	92,196.00
5000-5999: Services And Other Operating Expenditures	Title I	16,176.00
None Specified	Title I	16,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	241,925.00
Goal 2	35,096.00
Goal 3	8,567.00
Goal 4	9,350.00

# School Site Council Membership

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

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

Name of Members	Role
Hugo Moreno	Principal
Blanca Stiles	Parent or Community Member
Vicenta Sontay	Parent or Community Member
Rosalinda Berumen	Parent or Community Member
Wendy Morelos	Parent or Community Member
Vanessa Leon	Parent or Community Member
Maria Rostram Alternate	
Nellie Huerta	Other School Staff
Maribel Banda	Classroom Teacher
Ruby Huesca	Classroom Teacher
Karyn Johnny	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**

	English Learner Advisory Committee
	Other: Technology, Library, and Parent Action Team Committees

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

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

This SPSA was adopted by the SSC at a public meeting on 11-30-2021.

Attested:

Principal, Dr. Hugo Moreno, Ph.D. on 11-30-2021
SSC Chairperson, Blanca Stiles on 11-30-2021



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

15:13:22 From Blanca to Everyone : Hi Everyone !  
15:14:01 From Karyn Johnny to Everyone : Hi 😊  
15:14:21 From Maribel Banda to Everyone : Maribel Banda  
15:14:28 From Karyn Johnny to Everyone : Karyn Johnny  
15:15:25 From Ruby Huesca to Everyone : Ruby Huesca  
15:16:12 From iPhone de Maria to Everyone : Hola buenas tardes . Maria  
Rostran  
15:44:28 From Blanca to Everyone : Blanca stiles  
15:44:33 From Rosalina to Everyone : Rosalina Berumen.  
15:44:42 From Matea to Everyone : matea sontay  
15:46:10 From Hugo Moreno to Everyone : Yo apruebo el plan  
15:46:13 From iPhone de Maria to Everyone : Yo apruebo el plan  
15:46:20 From Karyn Johnny to Everyone : Yo apruebo el plan  
15:46:32 From Rosalina to Everyone : Yo apruebo el plan.  
15:46:45 From Blanca to Everyone : yo apruebo el plan  
15:46:48 From Matea to Everyone : yo matea apruebo el plan  
15:54:39 From Blanca to Everyone : gracias ! a dios a todas

Nov 30, 2021  
SPSA  
Approved

15:13:22 From Blanca to Everyone : Hi Everyone !  
15:14:01 From Karyn Johnny to Everyone : Hi 😊  
15:14:21 From Maribel Banda to Everyone : Maribel Banda  
15:14:28 From Karyn Johnny to Everyone : Karyn Johnny  
15:15:25 From Ruby Huesca to Everyone : Ruby Huesca  
15:16:12 From iPhone de Maria to Everyone : Hola buenas tardes . Maria  
Rostran  
15:44:28 From Blanca to Everyone : Blanca stiles  
15:44:33 From Rosalina to Everyone : Rosalina Berumen.  
15:44:42 From Matea to Everyone : matea sontay  
15:46:10 From Hugo Moreno to Everyone : Yo apruebo el plan  
15:46:13 From iPhone de Maria to Everyone : Yo apruebo el plan  
15:46:20 From Karyn Johnny to Everyone : Yo apruebo el plan  
15:46:32 From Rosalina to Everyone : Yo apruebo el plan.  
15:46:45 From Blanca to Everyone : yo apruebo el plan  
15:46:48 From Matea to Everyone : yo matea apruebo el plan  
15:54:39 From Blanca to Everyone : gracias ! a dios a todas

Dr. Hugo Moreno PhD

Nov. 30, 2021