

# The School Plan for Student Achievement

**School:** Benjamin Bubb Elementary

**CDS Code:** 43 69591 6047955

**District:** Mountain View Whisman

**Principal:** Cyndee Nguyen

**Revision Date:**

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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## School Vision and Mission

### Benjamin Bubb Elementary's Vision and Mission Statements

Our vision at Bubb Elementary is to be a safe, engaging, growth-oriented, learning community where everyone collaborates, perseveres, and thinks critically.

Our mission is to inspire, empower, and prepare every student.

## School Profile

### GOAL 1: ACADEMIC ACHIEVEMENT: ENGLISH LANGUAGE ARTS

By June 2022, there will be:

- a 2-percentage point increase (from 80% to 82%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5)
  - \*maintain at least 96% for Asian students,
  - \*a 1-percentage point increase (from 87% to 88%) for White students,
  - \*a 4-percentage point increase (from 54% to 58%) for Hispanic students,
  - \*a 6-percentage point increase (from 38% to 44%) for socioeconomically disadvantaged students,
  - \*a 7-percentage point increase (from 30% to 37%) for students with disabilities, and
- a 4-percentage point increase (from 59% to 63%) in the number of students meeting or exceeding their Annual Typical Growth in Reading as measured by iReady (K-5)
  - \*a 4-percentage point increase (from 64% to 68%) for Asian students,
  - \*a 5-percentage point increase (from 55% to 60%) for White students,
  - \*a 4-percentage point increase (from 56% to 60%) for Hispanic students,
  - \*a 5-percentage point increase (from 50% to 55%) for socioeconomically disadvantaged students, and
  - \*a 7-percentage point increase (from 34% to 41%) for students with disabilities.

### Key Strategies:

#### Core Instructional Changes:

- \*Reteach Priority Standards
- \*Differentiation
- \*Instructional Coaching Focus
- \*Adjusting Response to Instruction (RTI)
- \*iReady Instructional Program
- \*Integrated ELD
- \*Designated ELD
- \*Data Review Meetings and Action Plans
- Targeted Tutoring and Extended Learning
- Enrichment Math Program

### GOAL 2: ACADEMIC ACHIEVEMENT: MATH

By June 2022, there will be:

- a 2-percentage point increase (from 78% to 80%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5),
  - \*a 1-percentage point increase (from 94% to 95%) for Asian students,
  - \*a 1-percentage point increase (from 86% to 87%) for White students,

- \*a 5-percentage point increase (from 49% to 54%) for Hispanic students,
- \*a 6-percentage point increase (from 42% to 48%) for socioeconomically disadvantaged students,
- \*a 8-percentage point increase (from 20% to 28%) for students with disabilities, and

- a 4-percentage point increase (from 58% to 62%) in the number of students meeting or exceeding their Annual Typical Growth in Reading as measured by iReady (K-5)

- \*a 4-percentage point increase (from 60% to 64%) for Asian students,
- \*a 3-percentage point increase (from 65% to 69%) for White students,
- \*a 7-percentage point increase (from 34% to 41%) for Hispanic students,
- \*a 6-percentage point increase (from 44% to 50%) for socioeconomically disadvantaged students, and
- \*a 7-percentage point increase (from 32% to 39%) for students with disabilities.

Key Strategies:

Core Instructional Changes:

- \*Reteach Priority Standards
- \*Differentiation
- \*Instructional Coaching Focus
- \*Adjusting Response to Instruction (RTI)
- \*iReady Instructional Program
- \*Integrated ELD
- \*Data Review Meetings and Action Plans
- Targeted Tutoring and Extended Learning

### GOAL 3: ACADEMIC ACHIEVEMENT: ENGLISH LANGUAGE LEARNERS

By June 2022:

- there will be a 3.5-percentage point increase (from 65% to 68.5%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading,
- all English Language Learners will increase an ELPAC level or reclassify as a fluent English speaker, and
- there will be a reduction of At-Risk English Learners of at least one student as measured by state criteria (ELPAC proficiency, years as an EL, and CAASPP scores).

Key Strategies:

Core Instructional Changes:

- \*instructional Coaching Focus
- \*iReady Instructional Program
- \*Integrated ELD (focus on lesson preparation, building background, and interactions)
- \*Designated ELD Learning Cycles (pre-assessment, targeted instructions, post-assessment)
- \*Learning A-Z ELL edition materials
- \*Data Review Meetings
- \*RFEP Monitoring
- Targeted Tutoring and Extended Learning
- Family Engagement and Education
- Interpretation/Translation

### GOAL 4: SOCIAL EMOTIONAL HEALTH AND WELLNESS

By June 2022, there will be:

- a 2-percentage point increase (from 79% to 81%) in the number of families who believe their students receive the social emotional support that they need, and
- a 2-percentage point increase (from 84% to 86%) in the number of students who believe that the school focuses on students' character, as measured by the district Local Control Accountability Plan (LCAP) survey.

Key Strategies:

SEL staff book study and action plans  
Welcome Week and Revisit Days  
PBIS, BUBB Way, and Cub Kudos  
Weekly morning meetings  
Structured recess games and activities  
Student leadership  
Classroom-home communication to highlight SEL for the month

GOAL 5: INCLUSIVE AND WELCOMING CULTURE

By June 2022, there will be:

- an Average Daily Attendance rate of at least 97%,
- a 0.5-percentage point decrease (from 3.9% to 3.5%) of the average chronic absenteeism rate based on the 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard, and
- a 2-percentage point increase (from 85% to 87%) in the number of parents who feel that Bubbs School creates a welcoming environment for families, as measured by the district Local Control Accountability Plan (LCAP) survey.

Key Strategies:

Principal's Coffees and Open Office Hours  
Meet and Greets at the Car Circle  
Weekly morning meetings  
Social media posts  
Classroom newsletters/communication at least 2 times a month  
School Attendance Review Team (SART) procedures  
COVID School Safety Plan  
Home Visits  
Family Events  
Interpretation/Translation  
Parent Book Study

## Comprehensive Needs Assessment Components

### Data Analysis

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

### **Analysis of Current Instructional Program**

In conjunction with the needs assessments, the categories below 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**

#### **1. Use of state and local assessments to modify instruction and improve student achievement**

At Bubb Elementary School, staff is committed to providing students with a high quality education. Teachers use California State Standards (CSS) to guide their instruction in English Language Arts and Mathematics and Next Generation Science Standards (NGSS) in science. In order to monitor students' progress, teachers administer curriculum-embedded assessments and iReady assessments, and modify their instruction to meet students' needs. Teachers regularly collaborate with grade level colleagues to analyze student achievement data and identify strengths and weaknesses. Based on this information, teachers develop goals for their students and work with their colleagues and school administration to monitor students' attainment of these goals.

In Spring 2019, teachers across California administered the Smarter Balanced Assessment Consortium (SBAC) tests, which are a part of the California Assessment of Student Progress and Performance (CAASPP). Bubb staff use this data to measure student growth, analyze instructional programs, and create continuous improvement goals. Due to the global pandemic, schools did not administer the CAASPP tests in Spring 2020. In Spring 2021, MVWSD utilized the standardized iReady assessments. Teachers also administered the interim iReady Diagnostic tests in the fall and winter of 2020-21. February 2021, teachers, staff, parents, and 5th grade students took a district Local Control Accountability Plan (LCAP) survey, which Bubb staff used as data from which to create goals.

Teachers continue to use curriculum adopted by the Mountain View Whisman School District (Eureka Math, Benchmark Advance, TCI Social Studies, TCI science). Teachers also administer district benchmark assessments and analyze results in order to monitor student progress and inform instruction.

## 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Teachers at Bubb Elementary regularly review data from curriculum-embedded assessments, iReady, and benchmark assessments during weekly collaboration meetings and monthly data review meetings. Based on data, instruction is modified through strategies such as reteaching, small group instruction, blended learning, RTI, and Designated ELD.

RTI at Bubb means targeted instruction in language arts and math through Second Chance Teaching. Towards the end of each 3-5 week unit, students are assessed for their level of understanding. Based on the assessment, students are placed into a Second Chance Teaching group—either to receive additional instruction so that they can master that unit's standards, or additional instruction and enrichment so that they can delve deeper into the unit's standards. Two STEAM teachers provide two periods of hands-on Science while the classroom teacher provides two periods of Second Chance Teaching with their classroom each week, for both enrichment and intervention for students. By the end of each week, each Bubb student will have participated in daily first initial teaching in language arts and two periods of Second Chance Teaching with their classroom teacher, and two periods of science. We used this Second Chance Teaching model with our students last year for language arts and found many positive benefits: we noticed that more students in the lower grades were meeting standards on foundational literacy skills than in the past years, students were developing a more positive academic mindset, and teachers were able to get to know all their students at a deeper level. This year, in addition to Second Chance Teaching, students will be using the iReady Instructional program for personalized learning to meet their identified needs. Students will receive pinpointed, targeted instruction at their level. Teachers monitor iReady data weekly and will intervene when a student is unable to grasp the concepts through iReady. All English Learners took a language screening assessment at the beginning of the year. Staff used the screener data, in conjunction with the English Learner Proficiency Assessments for California (ELPAC) data, to create targeted instruction. During Designated English Language Development (D-ELD), teachers teach 3-5 week cycles focused on a language skill, with a pre-assessment, targeted lesson and language objectives, and a post assessment.

### Staffing and Professional Development

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

Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Bubb Elementary school has no misassigned teachers, no out of field teachers, and 2 teachers in their first two years of teaching. All other teachers are considered "highly qualified". There are three teachers who are currently participating in the new teacher Induction program administered by Mountain View Whisman School District personnel.

Teachers in Mountain View Whisman School District have been provided with ongoing professional learning on administering SBE-adopted instructional materials. Bubb teachers also participated in district provided professional development focused on building teacher knowledge and capacity with Differentiation, Equity, and Health and Wellness. Teachers participate in site-based professional learning on CSS aligned instructional strategies, Designated and Integrated ELD, school safety, and social emotional learning. At Bubb, teachers are frequently provided with opportunities to collaborate with their colleagues during staff meetings, common planning days, and collaboration meetings. District instructional coaches regularly meet with Bubb staff members to help improve teaching practices, including providing assistance on administering SBE-adopted instructional materials, classroom climate, and English Language Development strategies.

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

Teachers at Bubb Elementary participate in many professional development opportunities to improve their instructional practices. We provide training through staff development days and staff meetings. Ongoing support is provided through a full time instructional coach, as well as a new teacher support provider.

For the 2021-22 school year, the emphasis for professional development and coaching will be on supporting English language development through Designated ELD (D-ELD) and Integrated ELD (I-ELD), Differentiation to support unfinished learning and students who have already mastered skills, and social emotional learning. Bubb student data shows that English learners perform at a lower level than their English fluent peers on benchmark and state assessments and student achievement data suggests that some students have unfinished learning due to the global pandemic and distance learning, while other students continue to exceed standards.

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

Teachers share effective practices with colleagues to create an environment of continuous growth, celebration, and academic excellence. Staff works to ensure there is an alignment of curriculum to content standards. All students are provided with grade level standards-based adopted curriculum. Our staff embraces life-long learning with professional learning to enhance application of research-based strategies to implement grade level curriculum.

Our master schedule was designed to provide for the recommended instructional minutes in language arts and mathematics and the required instructional minutes for physical education and English Language Development. It was also designed to maximize mainstreaming opportunities for students in our special day classes. The master schedule allows for dedicated Tier 2 intervention periods in every grade level. In addition, targeted students receive additional support during the school day, and all students have opportunities for targeted tutoring with the frequency and location based on their academic scores.

### Opportunity and Equal Educational Access

6. Services provided by the regular program that enable underperforming students to meet standards

At Bubb Elementary, all students have the opportunity to be successful. In all of our classrooms, teachers use research-based educational practices to ensure students attain academic success. Teachers regularly monitor students' progress to identify students who are struggling to attain grade level standards and those who have already mastered standards. In order to assist these students, teachers use the resources available in the SBE-adopted instructional materials. Students who are performing below grade level in reading are provided services by classroom teachers during the Second Chance Teaching (RTI) block.

### Parental Involvement

7. Resources available from family, school, district, and community to assist under-achieving students

The parents of Bubb Elementary School are an integral part to our continued success. Parents regularly participate in committees and events such as School Site Council, Parent Teacher Association, English Learner Advisory Committee, Principal Coffees, Back to School Night, Open House, Scholastic Book Fair, Monday morning meetings, Family Events (Science and Math Nights, Outdoor Movie Nights, International Potluck, etc.), Walkathon and Silent Auction, Read a Thon, and parent-teacher-student conferences. Teachers, Principal, the At Risk Intervention Supervisor (ARIS) and the School and Community Engagement Facilitator (SCEF) reach out to parents of students who are struggling to provide them with additional resources. The SCEF conducts regular home visits of targeted families. Several school personnel are bilingual and help interpret to enable our Spanish-speaking parents to participate in school activities and to communicate with school staff. We have a Spanish translator on staff to translate parent-home communication. Mentor Tutor Connection provides one on one tutoring with targeted students.

These events will be held following guidance from the State and County Department of Public Health.

8. 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)

Bubb School does not receive federal funding.



## Funding

### 9. Services provided by categorical funds that enable underperforming students to meet standards

Each year, Bubb Elementary's School Site Council evaluates the progress of our students and allocates funds to help underperforming students meet state standards. At Bubb, funds have been used to purchase additional materials and supplies, acquire additional technology equipment and programs, and help improve parental engagement. Bubb also receives donations through the Parent Teacher Association to support school day and after school enrichment programs.

Each site has been allocated \$120 per student to use this year to support student needs that have resulted from the pandemic and distance learning. Program 201 and Program 202 funds do not rollover and must be spent on this year's students. Program 201 and 202 funds are used to support areas identified in site's needs assessment including after school learning support and social emotional learning.

## **Description of Barriers and Related School Goals**

As we analyzed our data and our program last year, we realized that an area of need was providing remediation for our struggling students. Our previous Response to Instruction model provided targeted second chance teaching of grade level content, but did not build in for remediation of prerequisite skills. In this year's site plan, we have action items to revise our Rtl system so that it is more individualized (through the use of iReady and teacher intervention), flexible, and addresses unfinished learning from the previous school years affected by the global pandemic.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	95	88	78	93	88	78	93	88	100	97.9	100
Grade 4	93	82	90	92	81	88	92	81	88	98.9	98.8	97.8
Grade 5	87	94	82	87	93	82	87	93	82	100	98.9	100
All Grades	258	271	260	257	267	258	257	267	258	99.6	98.5	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2476.5	2490.1	2503.0	50.00	59.14	61.36	24.36	13.98	22.73	14.10	17.20	7.95	11.54	9.68	7.95
Grade 4	2540.5	2525.3	2534.6	54.35	50.62	60.23	26.09	22.22	17.05	7.61	14.81	7.95	11.96	12.35	14.77
Grade 5	2579.4	2591.3	2574.3	62.07	63.44	56.10	12.64	18.28	21.95	10.34	7.53	12.20	14.94	10.75	9.76
All Grades	N/A	N/A	N/A	55.64	58.05	59.30	21.01	17.98	20.54	10.51	13.11	9.30	12.84	10.86	10.85

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 3				52.56	48.39	61.36	30.77	39.78	31.82	16.67	11.83	6.82
Grade 4				57.61	46.91	56.82	32.61	41.98	31.82	9.78	11.11	11.36
Grade 5				60.92	63.44	54.88	25.29	26.88	31.71	13.79	9.68	13.41
All Grades				57.20	53.18	57.75	29.57	35.96	31.78	13.23	10.86	10.47

Writing Producing clear and purposeful writing												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 3				42.31	55.91	44.32	41.03	31.18	47.73	16.67	12.90	7.95
Grade 4				56.52	45.68	50.00	32.61	40.74	32.95	10.87	13.58	17.05
Grade 5				64.37	68.82	51.22	19.54	24.73	41.46	16.09	6.45	7.32
All Grades				54.86	57.30	48.45	30.74	31.84	40.70	14.40	10.86	10.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.46	45.16	50.00	53.85	48.39	45.45	7.69	6.45	4.55
Grade 4	42.39	38.27	42.05	48.91	56.79	50.00	8.70	4.94	7.95
Grade 5	47.13	45.16	43.90	39.08	47.31	47.56	13.79	7.53	8.54
All Grades	42.80	43.07	45.35	47.08	50.56	47.67	10.12	6.37	6.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.44	56.99	53.41	44.87	36.56	37.50	7.69	6.45	9.09
Grade 4	50.00	46.91	46.59	40.22	45.68	43.18	9.78	7.41	10.23
Grade 5	63.22	64.52	50.00	22.99	24.73	41.46	13.79	10.75	8.54
All Grades	53.70	56.55	50.00	35.80	35.21	40.70	10.51	8.24	9.30

**Conclusions based on this data:**

1. Listening and Research/Inquiry are relative areas of strength, indicating that it is important to continue provide students opportunities to gather data from multiple sources and work on collaborative research and/or inquiry projects.
2. Writing is an area of relative weakness, supporting the need for additional staff development.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	95	88	78	94	88	78	94	88	100	98.9	100
Grade 4	93	82	90	93	82	89	93	82	89	100	100	98.9
Grade 5	87	94	82	87	94	82	87	93	82	100	100	100
All Grades	258	271	260	258	270	259	258	269	259	100	99.6	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2493.7	2503.2	2514.8	48.72	63.83	63.64	26.92	11.70	22.73	15.38	14.89	7.95	8.97	9.57	5.68
Grade 4	2541.3	2530.6	2544.6	51.61	48.78	60.67	24.73	24.39	13.48	13.98	15.85	16.85	9.68	10.98	8.99
Grade 5	2582.5	2579.5	2572.7	65.52	64.52	52.44	9.20	10.75	20.73	4.60	9.68	14.63	20.69	15.05	12.20
All Grades	N/A	N/A	N/A	55.43	59.48	59.07	20.16	15.24	18.92	11.24	13.38	13.13	13.18	11.90	8.88

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	65.38	67.02	77.27	23.08	22.34	15.91	11.54	10.64	6.82
Grade 4	67.74	58.54	71.91	20.43	26.83	14.61	11.83	14.63	13.48
Grade 5	66.67	65.59	58.54	10.34	17.20	26.83	22.99	17.20	14.63
All Grades	66.67	63.94	69.50	17.83	21.93	18.92	15.50	14.13	11.58

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58.97	60.64	61.36	29.49	26.60	30.68	11.54	12.77	7.95
Grade 4	52.69	42.68	53.93	34.41	42.68	31.46	12.90	14.63	14.61
Grade 5	58.62	58.06	51.22	19.54	26.88	32.93	21.84	15.05	15.85
All Grades	56.59	54.28	55.60	27.91	31.60	31.66	15.50	14.13	12.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57.69	63.83	62.50	37.18	26.60	31.82	5.13	9.57	5.68
Grade 4	55.91	52.44	62.92	31.18	36.59	26.97	12.90	10.98	10.11
Grade 5	58.62	62.37	51.22	25.29	24.73	30.49	16.09	12.90	18.29
All Grades	57.36	59.85	59.07	31.01	29.00	29.73	11.63	11.15	11.20

**Conclusions based on this data:**

1. The majority of Bubb students are meeting or exceeding standards; however, there is a significant percentage of students who are not meeting standards.
2. Communicating reasoning remains an area of need, indicating that language support in math is needed.

## 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
	20-21	20-21	20-21	20-21

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
	20-21	20-21	20-21	20-21	20-21
K	20.00	20.00	40.00	20.00	10
1	0.00	50.00	33.33	16.67	6
2	0.00	66.67	0.00	33.33	6
3	7.69	30.77	30.77	30.77	13
4	11.11	22.22	55.56	11.11	9
5	40.00	20.00	40.00	0.00	5
All Grades	12.24	32.65	34.69	20.41	49

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
	20-21	20-21	20-21	20-21	20-21
K	10.00	50.00	20.00	20.00	10
1	16.67	50.00	16.67	16.67	6
2	16.67	16.67	66.67	0.00	6
3	23.08	38.46	7.69	30.77	13
4	33.33	44.44	11.11	11.11	9
5	60.00	40.00	0.00	0.00	5
All Grades	24.49	40.82	18.37	16.33	49

<b>Written Language</b>					
<b>Percentage of Students at Each Performance Level for All Students</b>					
<b>Grade Level</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Total Number of Students</b>
	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>
<b>K</b>	20.00	20.00	20.00	40.00	10
<b>1</b>	0.00	50.00	0.00	50.00	6
<b>2</b>	0.00	66.67	0.00	33.33	6
<b>3</b>	7.69	23.08	30.77	38.46	13
<b>4</b>	0.00	11.11	33.33	55.56	9
<b>5</b>	20.00	20.00	40.00	20.00	5
<b>All Grades</b>	8.16	28.57	22.45	40.82	49

<b>Listening Domain</b>				
<b>Percentage of Students by Domain Performance Level for All Students</b>				
<b>Grade Level</b>	<b>Well Developed</b>	<b>Somewhat/Moderately</b>	<b>Beginning</b>	<b>Total Number of Students</b>
	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>
<b>K</b>	20.00	50.00	30.00	10
<b>1</b>	16.67	33.33	50.00	6
<b>2</b>	16.67	83.33	0.00	6
<b>3</b>	30.77	46.15	23.08	13
<b>4</b>	0.00	55.56	44.44	9
<b>5</b>	0.00	60.00	40.00	5
<b>All Grades</b>	16.33	53.06	30.61	49

<b>Speaking Domain</b>				
<b>Percentage of Students by Domain Performance Level for All Students</b>				
<b>Grade Level</b>	<b>Well Developed</b>	<b>Somewhat/Moderately</b>	<b>Beginning</b>	<b>Total Number of Students</b>
	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>
<b>K</b>	20.00	80.00	0.00	10
<b>1</b>	16.67	83.33	0.00	6
<b>2</b>	16.67	66.67	16.67	6
<b>3</b>	30.77	53.85	15.38	13
<b>4</b>	11.11	44.44	44.44	9
<b>5</b>	0.00	20.00	80.00	5
<b>All Grades</b>	18.37	59.18	22.45	49

<b>Reading Domain</b>				
<b>Percentage of Students by Domain Performance Level for All Students</b>				
<b>Grade Level</b>	<b>Well Developed</b>	<b>Somewhat/Moderately</b>	<b>Beginning</b>	<b>Total Number of Students</b>
	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>
<b>K</b>	20.00	70.00	10.00	10
<b>1</b>	50.00	33.33	16.67	6
<b>2</b>	33.33	50.00	16.67	6
<b>3</b>	46.15	46.15	7.69	13
<b>4</b>	77.78	11.11	11.11	9
<b>5</b>	20.00	60.00	20.00	5
<b>All Grades</b>	42.86	44.90	12.24	49

<b>Writing Domain</b>				
<b>Percentage of Students by Domain Performance Level for All Students</b>				
<b>Grade Level</b>	<b>Well Developed</b>	<b>Somewhat/Moderately</b>	<b>Beginning</b>	<b>Total Number of Students</b>
	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>

**Conclusions based on this data:**

1. Year to year growth on ELPAC has decreased during distance learning.
2. Even students within the same ELPAC overall level have a different profile for their subscores. D-ELD needs to be targeted to their specific domain needs.



## School and Student Performance Data

### iReady Diagnostic 3 Results

#### District Results

<b>Math - Diagnostic 3 (May 2021)</b>				
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Grand Total</b>
<b>Math Diagnostic 3 Overall</b>	67%	20%	14%	
<b>Ethnicity Subgroups</b>				
<b>Asian</b>	91%	7%	2%	100%
<b>Hispanic/Latino</b>	34%	36%	30%	100%
<b>White</b>	80%	13%	6%	100%
<b>Grand Total</b>	67%	20%	14%	100%
<b>Students with Disability (SWD)</b>				
<b>SWD</b>	29%	25%	46%	100%
<b>Not SWD</b>	70%	20%	10%	100%
<b>Grand Total</b>	66%	21%	14%	100%
<b>Socio-Economically Disadvantaged (SED)</b>				
<b>SED</b>	30%	38%	32%	100%
<b>Not SED</b>	81%	13%	6%	100%
<b>Grand Total</b>	66%	21%	14%	100%
<b>EL Status Subgroup Data</b>				
<b>EL</b>	23%	40%	37%	100%
<b>EO</b>	79%	15%	6%	100%
<b>IFEP</b>	84%	14%	2%	100%
<b>RFEP</b>	61%	21%	18%	100%
<b>Grand Total</b>	66%	21%	14%	100%

<b>Reading - Diagnostic 3 (May 2021)</b>				
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Grand Total</b>
<b>Reading Diagnostic 3 Overall</b>	71%	16%	13%	
<b>Ethnicity Subgroups</b>				
<b>Asian</b>	90%	7%	2%	100%
<b>Hispanic/Latino</b>	41%	29%	30%	100%

<b>Reading - Diagnostic 3 (May 2021)</b>				
<b>White</b>	84%	10%	6%	100%
<b>Grand Total</b>	71%	16%	13%	100%
<b>Students with Disability (SWD)</b>				
<b>SWD</b>	31%	25%	44%	100%
<b>Not SWD</b>	74%	16%	10%	100%
<b>Grand Total</b>	70%	17%	13%	100%
<b>Socio-Economically Disadvantaged (SED)</b>				
<b>SED</b>	37%	31%	32%	100%
<b>Not SED</b>	84%	11%	5%	100%
<b>Grand Total</b>	70%	17%	13%	100%
<b>EL Status Subgroup Data</b>				
<b>EL</b>	26%	34%	40%	100%
<b>EO</b>	83%	12%	5%	100%
<b>IFEP</b>	88%	10%	2%	100%
<b>RFEP</b>	65%	18%	17%	100%
<b>Grand Total</b>	70%	17%	13%	100%

<b>iReady Diagnostic 3 Math 2020-21</b>	<b>Annual Typical Growth (Students meeting their yearly growth targets)</b>	
<b>Grade Level</b>	<b>Met</b>	<b>Not Met</b>
0	38%	62%
1	44%	56%
2	46%	54%
3	50%	50%
4	44%	56%
5	61%	39%
6	46%	54%
7	52%	48%
8	44%	56%
<b>Grand Total</b>	47%	53%
<b>Students with Disability (SWD)</b>		
<b>SWD</b>	36%	64%
<b>Socio-Economically Disadvantaged (SED)</b>		
	<b>Met</b>	<b>Not Met</b>

<b>SED</b>	36%	64%
<b>EL Status Subgroup Data</b>	<b>Met</b>	<b>Not Met</b>
<b>EL</b>	31%	69%
<b>EO</b>	50%	50%
<b>IFEP</b>	50%	50%
<b>RFEP</b>	51%	49%
<b>Grand Total</b>	47%	53%
<b>Ethnicity Subgroup Annual Typical Growth Data</b>	<b>Met</b>	<b>Not Met</b>
<b>Asian</b>	59%	41%
<b>Hispanic/Latino</b>	36%	64%
<b>White</b>	49%	51%
<b>Grand Total</b>	48%	52%

<b>iReady Diagnostic 3 Reading 2020-21</b>	<b>Annual Typical Growth (Students meeting their yearly growth targets)</b>	
<b>Grade Level</b>	<b>Met</b>	<b>Not Met</b>
0	33%	67%
1	47%	53%
2	56%	44%
3	60%	40%
4	57%	43%
5	63%	37%
6	63%	37%
7	66%	34%
8	60%	40%
<b>Grand Total</b>	56%	44%
<b>Students with Disability (SWD)</b>	<b>Met</b>	<b>Not Met</b>
<b>SWD</b>	44%	56%
<b>Socio-Economically Disadvantaged (SED)</b>	<b>Met</b>	<b>Not Met</b>
<b>SED</b>	44%	56%
<b>EL Status Subgroup Data</b>	<b>Met</b>	<b>Not Met</b>
<b>EL</b>	38%	62%
<b>EO</b>	60%	40%
<b>IFEP</b>	55%	45%

RFEP	63%	37%
Grand Total	56%	44%
<b>Ethnicity Subgroup Annual Typical Growth Data</b>	<b>Met</b>	<b>Not Met</b>
Asian	65%	35%
Hispanic/Latino	45%	55%
White	62%	38%
Grand Total	57%	43%

**Benjamin Bubb Elementary**

<b>Math - Diagnostic 3 (May 2021)</b>				
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Grand Total</b>
<b>Math Diagnostic 3 Overall</b>	83%	9%	8%	
<b>Ethnicity Subgroups</b>				
Asian	95%	4%	1%	
Hispanic/Latino	36%	38%	26%	
White	89%	4%	7%	
Grand Total	83%	9%	8%	
<b>Students with Disability (SWD)</b>				
SWD	23%	21%	56%	
Not SWD	88%	10%	2%	
Grand Total	81%	11%	8%	
<b>Socio-Economically Disadvantaged (SED)</b>				
SED	38%	38%	25%	
Not SED	90%	6%	5%	
Grand Total	81%	11%	8%	
<b>EL Status Subgroup Data</b>				
EL	34%	34%	32%	
EO	86%	9%	5%	
IFEP	93%	7%	0%	
RFEP	89%	4%	6%	
Grand Total	81%	11%	8%	

<b>Reading - Diagnostic 3 (May 2021)</b>
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<b>Reading - Diagnostic 3 (May 2021)</b>				
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Grand Total</b>
<b>Reading Diagnostic 3 Overall</b>	82%	11%	7%	
<b>Ethnicity Subgroups</b>				
<b>Asian</b>	92%	7%	1%	
<b>Hispanic/Latino</b>	48%	31%	20%	
<b>White</b>	85%	8%	6%	
<b>Grand Total</b>	82%	11%	7%	
<b>Students with Disability (SWD)</b>				
<b>SWD</b>	23%	28%	50%	
<b>Not SWD</b>	88%	11%	1%	
<b>Grand Total</b>	81%	13%	6%	
<b>Socio-Economically Disadvantaged (SED)</b>				
<b>SED</b>	48%	29%	23%	
<b>Not SED</b>	87%	9%	3%	
<b>Grand Total</b>	81%	13%	6%	
<b>EL Status Subgroup Data</b>				
<b>EL</b>	24%	44%	31%	
<b>EO</b>	86%	10%	4%	
<b>IFEP</b>	98%	2%	0%	
<b>RFEP</b>	91%	6%	2%	
<b>Grand Total</b>	81%	13%	6%	
<b>iReady Diagnostic 3 Math 2020-21</b>	<b>Annual Typical Growth (Students meeting their yearly growth targets)</b>			
<b>Grade Level</b>	<b>Met</b>		<b>Not Met</b>	
0	50%		50%	
1	44%		56%	
2	52%		48%	
3	56%		44%	
4	60%		40%	
5	78%		22%	
6				
7				
8				

<b>Reading - Diagnostic 3 (May 2021)</b>		
<b>Grand Total</b>	58%	42%
<b>Students with Disability (SWD)</b>	<b>Met</b>	<b>Not Met</b>
<b>SWD</b>	44%	56%
<b>Socio-Economically Disadvantaged (SED)</b>	<b>Met</b>	<b>Not Met</b>
<b>SED</b>	32%	68%
<b>EL Status Subgroup Data</b>	<b>Met</b>	<b>Not Met</b>
<b>EL</b>	38%	62%
<b>EO</b>	60%	40%
<b>IFEP</b>	55%	45%
<b>RFEP</b>	68%	32%
<b>Grand Total</b>	58%	42%
<b>Ethnicity Subgroup Annual Typical Growth Data</b>	<b>Met</b>	<b>Not Met</b>
<b>Asian</b>	60%	40%
<b>Hispanic/Latino</b>	34%	66%
<b>White</b>	65%	35%
<b>Grand Total</b>	58%	42%

<b>iReady Diagnostic 3 Reading 2020-21</b>	<b>Annual Typical Growth (Students meeting their yearly growth targets)</b>	
<b>Grade Level</b>	<b>Met</b>	<b>Not Met</b>
0	42%	58%
1	44%	56%
2	62%	38%
3	58%	42%
4	71%	29%
5	65%	35%
6		
7		
8		
<b>Grand Total</b>	58%	
<b>Students with Disability (SWD)</b>	<b>Met</b>	<b>Not Met</b>
<b>SWD</b>	50%	50%
<b>Socio-Economically Disadvantaged (SED)</b>	<b>Met</b>	<b>Not Met</b>

<b>SED</b>	34%	66%
<b>EL Status Subgroup Data</b>	<b>Met</b>	<b>Not Met</b>
<b>EL</b>	45%	55%
<b>EO</b>	58%	42%
<b>IFEP</b>	64%	36%
<b>RFEP</b>	68%	32%
<b>Grand Total</b>	58%	42%
<b>Ethnicity Subgroup Annual Typical Growth Data</b>	<b>Met</b>	<b>Not Met</b>
<b>Asian</b>	64%	36%
<b>Hispanic/Latino</b>	56%	44%
<b>White</b>	55%	45%
<b>Grand Total</b>	59%	41%

**Conclusions based on this data:**

1. Overall, most students are meeting or exceeding standards on iReady and exceeding the district average; however, subgroup data shows a big discrepancy between Hispanic and other ethnicities, and SWD, SED and non-SWD and non-SED.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 1: Academic Achievement - English Language Arts</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.



**Strategic Plan Goal Area #1:**

Effective and consistent instructional practices that meet the needs of all students

**School Goal 1: Academic Achievement - English Language Arts**

- **School Goal 1.a - CAASPP Goal**
- **School Goal 1.b - One Year's Growth Goal**

By June 2022, there will be:

- a 2-percentage point increase (from 80% to 82%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5)
  - \*maintain at least 96% for Asian students,
  - \*a 1-percentage point increase (from 87% to 88%) for White students,
  - \*a 4-percentage point increase (from 54% to 58%) for Hispanic students,
  - \*a 6-percentage point increase (from 38% to 44%) for socioeconomically disadvantaged students,
  - \*a 7-percentage point increase (from 30% to 37%) for students with disabilities, and
- a 4-percentage point increase (from 59% to 63%) in the number of students meeting or exceeding their Annual Typical Growth in Reading as measured by iReady (K-5)
  - \*a 4-percentage point increase (from 64% to 68%) for Asian students,
  - \*a 5-percentage point increase (from 55% to 60%) for White students,
  - \*a 4-percentage point increase (from 56% to 60%) for Hispanic students,
  - \*a 5-percentage point increase (from 50% to 55%) for socioeconomically disadvantaged students, and
  - \*a 7-percentage point increase (from 34% to 41%) for students with disabilities.

**Key Strategies:**

**Core Instructional Changes:**

- \*Reteach Priority Standards
- \*Differentiation
- \*Instructional Coaching Focus
- \*Adjusting Response to Instruction (RTI)
- \*iReady Instructional Program
- \*Integrated ELD
- \*Designated ELD
- \*Data Review Meetings and Action Plans
- Targeted Tutoring and Extended Learning
- Enrichment Math Program

**Data Used to Form this Goal:**

CAASPP data and iReady Data

**Findings from the Analysis of this Data:**

2018-19 ELA Goal - Increase 2% from 76% to 78% met/exceeded  
 Met ELA Goal? - Yes - Increased to 80%  
 Largest increase was in Grade 3

2021 iReady Diagnostic 1 Reading data: 82% Tier 1, 11% Tier 2, 7% Tier 3

2020-21 iReady Annual Typical Growth: 4th grade had the most students meeting their ATG (71%). Kindergarten had the least (42%).

**How the School will Evaluate the Progress of this Goal:**

Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), benchmark, iReady, and CAASPP data, observations and feedback on the use of Second Chance Teaching (RtI).

What short-term outcomes will you expect? Teachers will regroup for RtI within the first 2 weeks of school based on iReady data. Teachers will conduct data review meetings within the first month of school to identify student needs and set goals.

What early evidence of change will demonstrate the school is on track?

Students will be regrouped during dedicated second chance teaching time (RTI time) based on CFA data. Students will show improvement based on post-assessment data and successful lesson completion on iReady.

Students will complete at least 30-45 minutes a week of iReady lessons.

Students will meet at least 50% of their Annual Typical Growth by December Diagnostic 2 iReady Assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Razkids, Reading A-Z ELL Edition licenses, and Fountas and Pinnell take-home readers to support reading instruction and home-school connection  Monitor Data and intervene as needed  Evidence: Usage Data	Aug-June	Principal Teachers	Learning A-Z Materials Preparation	4000-4999: Books And Supplies	TSSP	3000
			Fountas and Pinnell Readers	4000-4999: Books And Supplies	TSSP	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adhere closely to district-wide pacing guides for ELA, with intentional planning using the SIOP framework, and intentional planning for reteaching, pre-teaching, or differentiating based on unfinished learning data and priority standards  Evidence: Collaboration logs, pacing guides, benchmark assessments, lesson plans	Aug-May	Teachers	Additional Grade Level Planning Time to focus on unfinished learning	1000-1999: Certificated Personnel Salaries	Program 201	3000
Provide dedicated STEAM instruction to all students aligned to NGSS		Teachers	2 Dedicated STEM teachers--district provided			
Refine Response to Instruction (RTI) process to make it more directed, responsive, and timely) and to address unfinished learning of priority standards  Evidence: Lesson plans, Second Chance Teaching/STEAM groupings, collaboration logs, Second Chance data, iReady data	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			
Provide after school program to work on authentic reading and reading fluency for students scoring in Tier 2 reading (grades 1-2)  Evidence: increase in Literably fluency scores, iReady Data	Oct-Apr	Teachers	Contracts with Peninsula Youth Theater (when outside personnel allowed on campus)	5000-5999: Services And Other Operating Expenditures	Program 201	10600
Conduct regular classroom walkthroughs	Aug-May	Principal	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers participate regularly in focused instructional coaching (at least one classroom observation/feedback cycle per trimester and standing coaching session at least monthly)	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			
Utilize iReady Instructional ELA program to provide personalized instruction  Monitor data weekly Provide teacher directed intervention and enrichment based on data	Aug-June	Principal Teachers	iReady Challenges incentives	4000-4999: Books And Supplies	Program 201	500
Monthly Data Review Meetings	Aug-June	Principal Coach Teachers	No expenditures, part of regular staff responsibilities			
Professional Development: Differentiation, Priority Standards, Integrated ELD	Aug-June	Principal Coach Teachers	No expenditures, part of regular staff responsibilities			
Grade Levels implement public presentations of learning	Nov-May	Principal Coach Teachers	No expenditures, part of regular staff responsibilities			
Provide after school targeted tutoring and extended learning	Oct-May	Principal Teachers	District expenditure			
Implement a School Wide Read a Thon	Nov-Dec	Principal Teachers PTA	PTA expenditure			
Provide additional reading tutoring during RTI and D-ELD for 2nd grade Tiers 2 and 3 reading students	Nov-May	Principal Coach Teachers Librarian	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide tutor during RTI time to support a group of students based on data. Tutor will work with a small group or individual students while teacher meets with groups.	Oct-May	Principal Coach Teachers	District Expense			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Nov-May	Principal Teachers School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	Nov-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 2: Academic Achievement - Math</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

**Strategic Plan Goal Area #1:**

Effective and consistent instructional practices that meet the needs of all students

**School Goal 2: Academic Achievement - Math**

- **School Goal 2.a - CAASPP Goal**
- **School Goal 2.b - One Year's Growth Goal**

By June 2022, there will be:

- a 2-percentage point increase (from 78% to 80%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5),  
\*a 1-percentage point increase (from 94% to 95%) for Asian students,  
\*a 1-percentage point increase (from 86% to 87%) for White students,  
\*a 5-percentage point increase (from 49% to 54%) for Hispanic students,  
\*a 6-percentage point increase (from 42% to 48%) for socioeconomically disadvantaged students,  
\*a 8-percentage point increase (from 20% to 28%) for students with disabilities, and
- a 4-percentage point increase (from 58% to 62%) in the number of students meeting or exceeding their Annual Typical Growth in Reading as measured by iReady (K-5)  
\*a 4-percentage point increase (from 60% to 64%) for Asian students,  
\*a 3-percentage point increase (from 65% to 69%) for White students,  
\*a 7-percentage point increase (from 34% to 41%) for Hispanic students,  
\*a 6-percentage point increase (from 44% to 50%) for socioeconomically disadvantaged students, and  
\*a 7-percentage point increase (from 32% to 39%) for students with disabilities.

**Key Strategies:**

**Core Instructional Changes:**

- \*Reteach Priority Standards
- \*Differentiation
- \*Instructional Coaching Focus
- \*Adjusting Response to Instruction (RTI)
- \*iReady Instructional Program
- \*Integrated ELD
- \*Data Review Meetings and Action Plans
- Targeted Tutoring and Extended Learning

**Data Used to Form this Goal:**

CAASPP  
iReady

**Findings from the Analysis of this Data:**

2018-19 Math Goal - Increase 2% from 75% to 77% met/exceeded  
 Met Math Goal? - Yes - Increased to 78%  
 Largest increase was in Grade 3

2021 iReady Diagnostic 1 Math data: 83% Tier 1, 9% Tier 2, 8% Tier 3

2020-21 iReady Annual Typical Growth: 5th grade had the most students meeting their ATG (78%). 1st grade had the least (44%).

**How the School will Evaluate the Progress of this Goal:**

Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), benchmark, iReady, and CAASPP data, observations and feedback on the use of Second Chance Teaching (RtI).

What short-term outcomes will you expect? Teachers will regroup for RtI within the first 2 weeks of school based on iReady data. Teachers will conduct data review meetings within the first month of school to identify student needs and set goals.

What early evidence of change will demonstrate the school is on track?

Students will be regrouped during dedicated second chance teaching time (RTI time) based on CFA data. Students will show improvement based on post-assessment data and successful lesson completion on iReady.

Students will complete at least 30-45 minutes a week of iReady lessons.

Students will meet at least 50% of their Annual Typical Growth by December Diagnostic 2 iReady Assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adhere closely to district-wide pacing guides for math, with intentional planning using the SIOP framework, and intentional planning for reteaching, pre-teaching, or differentiating based on unfinished learning data and priority standards  Evidence: Collaboration logs, pacing guides, benchmark assessments, lesson plans	Aug-May	Principal Teachers	Additional Grade Level Planning Time to focus on unfinished learning	1000-1999: Certificated Personnel Salaries	Program 201	3000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Refine Response to Instruction (RTI) process to make it more directed, responsive, and timely) and to address unfinished learning of priority standards</p> <p>Evidence: Lesson plans, Second Chance Teaching/STEAM groupings, collaboration logs, Second Chance data, iReady data</p>	Sep-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
<p>Apply Sheltered Instruction Observation Protocol techniques, including objectives, vocabulary, connections to prior knowledge, higher order thinking questions, scaffolding (modeling and small group support), wait time, interactions (structured oral language routines), lesson delivery supporting objectives, increased student engagement, and hands-on activities</p> <p>Evidence: Classroom observation data, lesson plans/pacing guides, assessment data, exit tickets</p>	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
<p>Conduct regular classroom walkthroughs. Provide written feedback to staff and review during goal and observation meetings.</p> <p>Evidence: Walkthrough data</p>	Aug-May	Principal	No expenditures, part of regular staff responsibilities			
<p>Provide differentiated math instruction based on pre-assessment and daily exit ticket data</p> <p>Pre-assess at the beginning of a module.</p>	Aug-May	Principal Coach Teachers	Art of Problem Solving (grades 3-5)	4000-4999: Books And Supplies	Program 201	8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Students who have demonstrated mastery complete daily problem sets and exit tickets to practice skills and verify understanding and supplemental problem solving materials.</p> <p>Students not yet demonstrating mastery will have more direct instruction and small group time with the teacher.</p>						
All teachers participate regularly in focused instructional coaching (at least one classroom observation/feedback cycle per trimester and standing coaching session at least monthly)	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			
<p>Utilize iReady Instructional math program to provide personalized instruction</p> <p>Monitor data weekly Provide teacher directed intervention and enrichment based on data</p>	Aug-May	Principal Teachers Coach	iReady Challenges incentives	4000-4999: Books And Supplies	Program 201	500
Monthly Data Review Meetings during Grade Level collaboration	Aug-May	Principal Coach Teachers	No expenditures, part of regular staff responsibilities			
Professional Development during staff meetings: Differentiation, Priority Standards, Integrated ELD	Aug-May	Principal Teachers Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide after school targeted tutoring and extended learning as part of MVWSD's Learning Recovery Plan	Oct-May	Principal Teachers	District Expenditure			
School Wide Math Night (virtual or in-person depending on status)	March	Principal PTA	PTA expense			
School Wide Science Day (virtual)	April	Principal PTA	PTA Expense			
Continental Math Club (in-person after school and at lunch recess), supervised by classroom teacher and principal	Nov-May	Principal Teacher	Continental Math Materials	4000-4999: Books And Supplies	After School Enrichment - Elementary Schools	600
			Teacher Hourly Rate	1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary Schools	3270
Provide tutor during RTI time to support a group of students based on data. Tutor will work with a small group or individual students while teacher meets with groups, as part of MVWSD's Learning Recovery Plan	Oct-May	Principal Teachers Coach	District Expense			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Nov-May	Principal Teachers School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	Nov-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 3 - Academic Achievement - English Language Learners</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
<b>Strategic Plan Goal Area #1:</b>
Effective and consistent instructional practices that meet the needs of all students
<b>School Goal 3: Academic Achievement - English Language Learners</b> <ul style="list-style-type: none"><li>● School Goal 3.a - LTEL/At-Risk Goal</li><li>● School Goal 3.b - RFEP Goal</li><li>● School Goal 3.c - ELPAC Goal</li></ul>
By June 2022: <ul style="list-style-type: none"><li>● there will be a 3.5-percentage point increase (from 65% to 68.5%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading,</li><li>● all English Language Learners will increase an ELPAC level or reclassify as a fluent English speaker, and</li><li>● there will be a reduction of At-Risk English Learners of at least one student as measured by state criteria (ELPAC proficiency, years as an EL, and CAASPP scores).</li></ul> <p>Key Strategies: Core Instructional Changes: *instructional Coaching Focus *iReady Instructional Program *Integrated ELD (focus on lesson preparation, building background, and interactions) *Designated ELD Learning Cycles (pre-assessment, targeted instructions, post-assessment) *Learning A-Z ELL edition materials *Data Review Meetings *RFEP Monitoring Targeted Tutoring and Extended Learning Family Engagement and Education Interpretation/Translation</p>

<b>Data Used to Form this Goal:</b>
CAASPP ELPAC Reclassification rates
<b>Findings from the Analysis of this Data:</b>
Reduce number of At Risk students by at least 1. Goal met? No. No decrease in number of At Risk students.
Increase CAASPP ELA performance of RFEPs from 77% to 79% Goal met? Yes. Adjusted goal to use iReady D3 data.
2 year comparison data from 19-20 and 20-21: 9 students increased their ELPAC level, 23 students maintained, and 7 decreased.
All students who scored ELPAC level 4 in 2021, 2019, and 2018 reclassified as a fluent English speaker. In 2020, 9 of 12 students who scored at ELPAC level 4 reclassified.
<b>How the School will Evaluate the Progress of this Goal:</b>
Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), benchmark, CFA, and CAASPP data, observations and feedback on the use of SIOP strategies in math and science lessons and designated ELD instruction Weekly progress monitoring in collaboration and/or staff meetings and trimester Kid Talk/Data Walks
What short-term outcomes will you expect? Students will show improvement on CFAs in ELA and math, students will meet daily language objectives All teachers will implement a 3-5 week Designated ELD cycle by September.
What early evidence of change will demonstrate the school is on track? Teams plan lessons using SIOP framework. Students are interacting with each other through structured oral language practice and hand-on activities. Student post-assessment scores for Designated ELD cycles increase.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers participate regularly in instructional coaching in all areas, especially around supporting ELs and RFEPs, differentiation  Evidence: Coaching Logs and Calendar Appointments	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development for teachers: Designated ELD, Integrated ELD, Reading A-Z ELL Edition, Designing ELD Instruction  Evidence: Collaboration logs, RtI data and groupings, Release days	Aug-May	Principal Teachers Coach	No expenditures, part of regular staff responsibilities  ELD Institute for Elementary Teachers and Administrators from SCCOE	1000-1999: Certificated Personnel Salaries	TSSP	2500
Utilize Supplemental Designated ELD curriculum in addition to core Benchmark Advance Curriculum (Grammar Gallery, English 3D, Academic Vocabulary Toolkit, Reading A-Z ELL Edition, Hands on Learning)	Aug-May	Principal Teachers Coach	Hands on Learning (Kinder)	4000-4999: Books And Supplies	TSSP	500
Refine Designated ELD instruction  3-5 week D-ELD cycles 1. Pre-assess using Reading A-Z screening tool 2. Identify area of need and language/learning objectives 3. Teach for 3-5 weeks, focused on the objectives 4. Post-assessment 5. Analyze and identify next area of need and objectives  Evidence: Classroom observation data, lesson plans, assessment data	Aug-May	Principal Teachers Coach	No expenditures, part of regular staff responsibilities			
Apply Sheltered Instruction Observation Protocol techniques, including objectives, vocabulary, connections to prior knowledge,	Aug-May	Principal Teachers Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>higher order thinking questions, scaffolding (modeling and small group support), wait time, interactions (structured oral language routines), lesson delivery supporting objectives, increased student engagement, and hands-on activities</p> <p>Evidence: Classroom observation data, lesson plans/pacing guides, assessment data, exit tickets</p>						
<p>Conduct SIOP implementation walkthroughs. Provide written feedback to staff and overall trends at staff meetings</p> <p>Evidence: Walkthrough data</p>	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
<p>Kid Talks and Data Walks (using data protocols), with particular focus on ELs and RFEPs each trimester.</p> <p>Evidence: Kid Talk data, progress monitoring, student success plans</p>	Nov, March	Principal Teachers	No expenditures, part of regular staff responsibilities			
<p>Target Student focus (nearly meeting standard, RFEP, EL)</p> <p>Evidence: Boot camp lesson plans, kid talk data, progress monitoring, weekly check ins</p>	Aug-May	Teachers School and Community Engagement Facilitator Principal	No expenditures, part of regular staff responsibilities			
Interpreters and translators	Aug-May	Principal	Interpretation and Translation	2000-2999: Classified Personnel Salaries	TSSP	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Virtual Parent Education Nights for Spanish Speaking Families: iReady, ELPAC, Language development, literacy, math games, conferences and communicating with the teacher	Aug-May	Principal Teachers School and Community Engagement Facilitator	Teacher hourly rate	1000-1999: Certificated Personnel Salaries	TSSP	1500
			Materials for take home learning kits	4000-4999: Books And Supplies	TSSP	1500
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Nov-May	Principal Teachers Staff Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	Nov-May	Principal Coach Teachers	No expenditures, part of regular staff responsibilities			



## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 4 - Social-Emotional Health and Wellness</b>
<b>LCAP Goal 2:</b>
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
<b>Strategic Plan Goal Area #2:</b>
Student Social Emotional Health
<b>School Goal 4: Social-Emotional Health and Wellness</b> <ul style="list-style-type: none"><li>● School Goal 4.a - Parent Goal</li><li>● School Goal 4.b - Student Goal</li></ul>
By June 2022, there will be: <ul style="list-style-type: none"><li>● a 2-percentage point increase (from 79% to 81%) in the number of families who believe their students receive the social emotional support that they need, and</li><li>● a 2-percentage point increase (from 84% to 86%) in the number of students who believe that the school focuses on students' character, as measured by the district Local Control Accountability Plan (LCAP) survey.</li></ul> <p>Key Strategies: SEL staff book study and action plans Welcome Week and Revisit Days PBS, BUBB Way, and Cub Kudos Weekly morning meetings Structured recess games and activities Student leadership Classroom-home communication to highlight SEL for the month</p>
<b>Data Used to Form this Goal:</b>
LCAP Survey Parent attendance rates at events

**Findings from the Analysis of this Data:**

Multi-year data shows that family scores decreased in 2020-21, likely due to distance learning.  
 Student scores are stable over multiple years.

**How the School will Evaluate the Progress of this Goal:**

LCAP data, monthly meeting data

What short- term outcomes will you expect?

School rules and expectations visible around the school, staff awarding a Cub Kudos daily

SEL lessons in the classroom

SEL connections in the weekly morning meeting

What early evidence of change will demonstrate the school is on track?

Students receiving Cub Kudos and meeting weekly school goals

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Social Emotional Learning book study: All Learning is Social and Emotional  Staff jigsaw read book and is responsible for teaching the rest of the staff the content of the chapter. (One chapter reviewed each month.) Staff make a commitment to implement a new SEL strategy based on the month's chapter. Last chapter focuses on service learning as a culmination of SEL tenets (we build ourselves up so we can build up our communities). We will implement a small school wide service learning project at the end of the year.	Aug-May	Principal Teachers Coach	Books for staff	4000-4999: Books And Supplies	Program 201	1000
			Materials for lessons	4000-4999: Books And Supplies	Program 201	500
Create positively stated school rules and expectations matrix for all	Aug-May	Principal Teachers	Student motivational prizes	4000-4999: Books And Supplies	Program 201	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>common areas of the school. Continuously teach, rehearse, reinforce, and review expectations and rules. Set schoolwide goals during weekly morning meetings.</p> <p>Create and implement Cub Kudos positive behavior recognition program</p> <p>Evidence: Expectations matrix visible</p>		Classified Staff				
<p>Welcome Week and Revisit Day activities</p> <p>Welcome Week:</p> <ul style="list-style-type: none"> <li>Supplies for school wide games</li> <li>Hats for every student</li> </ul> <p>Revisit Days:</p> <ul style="list-style-type: none"> <li>Supplies for school wide activities</li> <li>Contracts with companies to facilitate activities (if in-person is allowed)</li> </ul>	Aug-May	Principal Teachers Coach	<p>Hats</p> <p>Welcome Week August</p> <p>Trimester 1 Revisit Day Supplies</p> <p>Trimester 2 Revisit Day Supplies</p> <p>PTA Funds</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Program 202</p> <p>Program 202</p> <p>Program 202</p> <p>Program 202</p>	<p>4750</p> <p>600</p> <p>1100</p> <p>1100</p>
Structured recess games and activities (if in-person allowed)	Aug-May	Principal At Risk Intervention Supervisor	Contracts with vendors such as Run for Fun and PYT	5000-5999: Services And Other Operating Expenditures	Donations - PTA	7000
Student Leadership	Aug-May	Principal Teachers	<p>Teacher hourly pay</p> <p>Supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Program 201</p> <p>Program 201</p>	<p>1500</p> <p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schoolwide SEL Materials (Tools of the Heart from Soul Shoppe) with follow up assemblies (Virtual)	Sep-May	Principal Teachers At Risk Intervention Supervisor	Soul Shoppe Tools of the Heart Program	5800: Professional/Consulting Services And Operating Expenditures	Program 201	6050
Implement monthly digital citizenship lessons during SEL time  Evidence: lesson plans	Sep-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
All classes assigned a Budd Buddy class who meets at least monthly	Aug-May	Teachers	Supplies for buddy activities	4000-4999: Books And Supplies	Program 201	500
Analyze data from benchmarks, student success plans, observations, and feedback and revise plan as needed	Nov-May	Teachers Staff Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	Nov-May	Teachers	No expenditures, part of regular staff responsibilities			

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 5 - Inclusive and Welcoming Culture</b>
<b>LCAP Goal 3:</b>
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
<b>Strategic Plan Goal Area # 3:</b>
Inclusive and welcoming culture
<b>School Goal 5: Inclusive and Welcoming Culture</b> <ul style="list-style-type: none"><li>● <b>School Goal 5.a - Attendance Goal</b></li><li>● <b>School Goal 5.b - Chronic Absenteeism Goal</b></li><li>● <b>School Goal 5.c - Welcoming Environment Goal</b></li></ul>
By June 2022, there will be: <ul style="list-style-type: none"><li>● an Average Daily Attendance rate of at least 97%,</li><li>● a 0.5-percentage point decrease (from 3.9% to 3.5%) of the average chronic absenteeism rate based on the 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard,</li></ul> *maintain (less than 2.5%) for Asian students, *maintain (less than 2.5%) for White students, *a 3.3-percentage point decrease (from 8.3% to 5%) for Hispanic students, *a 1.5-percentage point decrease (from 6.5% to 5%) for socioeconomically disadvantaged students, *a 5.5-percentage point decrease (from 15.5% to 10%) for students with disabilities, and <ul style="list-style-type: none"><li>● a 2-percentage point increase (from 85% to 87%) in the number of parents who feel that Bubb School creates a welcoming environment for families, as measured by the district Local Control Accountability Plan (LCAP) survey.</li></ul>

**Data Used to Form this Goal:**

Key Strategies:  
 Principal's Coffees and Open Office Hours  
 Meet and Greets at the Car Circle  
 Weekly morning meetings  
 Social media posts  
 Classroom newsletters/communication at least 2 times a month  
 School Attendance Review Team (SART) procedures  
 COVID School Safety Plan  
 Home Visits  
 Family Events  
 Interpretation/Translation  
 Parent Book Study

**Findings from the Analysis of this Data:**

The percentage of parents who feel the school creates a welcoming environment decreased slightly last school year. Distance learning could be a contributing factor. The challenge for this school year is to find ways for families to be involved and welcomed when the physical campus is only open for students.

The average daily attendance rate has remained stable for the last few years. Chronic absenteeism is the highest for Hispanic/Latino students.

**How the School will Evaluate the Progress of this Goal:**

weekly attendance checks

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Follow SART attendance process	Aug-May	Principal Secretary At Risk Intervention Supervisor School and Community Engagement Facilitator	No expenditures, part of regular staff responsibilities			
Classroom Newsletters/ Communication at least 2 times a month on importance of attendance, and the actions in the classroom that support a welcoming environment	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Virtual Principal's Coffees and Open Office Hours, Meet and Greet at the Car Circle	Aug-May	Principal At Risk Intervention Supervisor School and Community Engagement Facilitator	No expenditures, part of regular staff responsibilities			
Publish weekly morning meetings and social media posts to promote the importance of attendance and to help families feel connected to what is happening at school, even if they cannot be on campus	Aug-May	Principal School and Community Engagement Facilitator	No expenditures, part of regular staff responsibilities			
Adhere to school COVID Safety Plan	Aug-May	Principal Staff	No expenditures, part of regular staff responsibilities			
Conduct Home Visits	Aug-May	Principal Teachers School and Community Engagement Facilitator	Included in goal 3			
Community and School Wide Read-A-Thon	Aug-May	Principal Staff PTA	PTA Funds			
Virtual Family Events: Cooking Nights, Reading Under the Stars, Painting Nights, Math and Game Nights	Aug-May	Principal Staff PTA	PTA Funds			
Virtual Parent Education for Spanish Speaking Families	Aug-May	Principal Staff School and Community	Included in goal 3			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Engagement Facilitator				
Allies Against Racism Family Education Program (virtual) Program designed to help kids, educators, and parents begin and deepen their conversations around racism. To empower kids to ask questions, recognize racism, and express feelings that they might not yet have the words for. Digital course with 2 livestream lessons	Spring	Principal School and Community Engagement Facilitator	Contract with Soul Shoppe	5800: Professional/Consulting Services And Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	2295
Parent Book Study (virtual)	Spring	Principal School and Community Engagement Facilitator	Books	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	500
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Nov-May	Principal Teachers Staff Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	Nov-May	Teachers Principal	No expenditures, part of regular staff responsibilities			



## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

#### Total Allocations by Funding Source

Funding Source	Allocation 75%	Allocation 100%	Balance (Allocations-
School Allocation	24,671	32,895	32,895.00
Program 201	29,025	38,700	550.00
Program 202	5,805	7,740	190.00
TSSP	12,191	16,254	254.00
After School Enrichment -	2,903	3,870	0.00
Parent Engagement	2,824	3,765	970.00

#### Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Enrichment - Elementary Schools	3,870.00
Donations - PTA	7,000.00
Parent Engagement (PIQE/FEI/PU)	2,795.00
Program 201	38,150.00
Program 202	7,550.00
TSSP	16,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	14,770.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	32,650.00
5000-5999: Services And Other Operating Expenditures	17,600.00
5800: Professional/Consulting Services And Operating	8,345.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary	3,270.00
4000-4999: Books And Supplies	After School Enrichment - Elementary	600.00
5000-5999: Services And Other Operating	Donations - PTA	7,000.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	500.00
5800: Professional/Consulting Services And	Parent Engagement (PIQE/FEI/PU)	2,295.00
1000-1999: Certificated Personnel Salaries	Program 201	7,500.00
4000-4999: Books And Supplies	Program 201	14,000.00
5000-5999: Services And Other Operating	Program 201	10,600.00
5800: Professional/Consulting Services And	Program 201	6,050.00
4000-4999: Books And Supplies	Program 202	7,550.00
1000-1999: Certificated Personnel Salaries	TSSP	4,000.00
2000-2999: Classified Personnel Salaries	TSSP	2,000.00
4000-4999: Books And Supplies	TSSP	10,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	22,100.00
<b>Goal 2</b>	15,370.00
<b>Goal 3</b>	8,000.00
<b>Goal 4</b>	27,100.00
<b>Goal 5</b>	2,795.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cyndee Nguyen	X				
Shannon Arbildo		X			
Patricia Galazzo		X			
Gayle Dyer		X			
Lori Brody				X	
Sraddha Shukla				X	
Bindu Khurana-Brown				X	
Diana Neebe				X	
Jacob Swiss				X	
Marta Apicella			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	


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.

## ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cyndee Nguyen	X				
Carol Packer		X			
Ronald Vargas			X		
Fernanda Brandt				X	
Aili Amaya				X	
Berta Millan				X	
<b>Numbers of ELAC Members of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):  
 English Learner Advisory Committee   
Signature
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/18/21.

Attested:

Cyndee Nguyen

Typed Name of School Principal



Signature of School Principal

10/20/21

Date

Lori Brody

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/21/21

Date