# The School Plan for Student Achievement

**School:** AMY IMAI  ELEMENTARY SCHOOL

**CDS Code:** 43-69591-60479071

**District:** Mountain View Whisman School District

**Principal:** Arline Siam

**Revision Date:** December 9, 2021

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:

**Contact Person:** Arline Siam

**Position:** Principal

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**The District Governing Board approved this revision of the SPSA on December 9, 2021.**

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## School Vision and Mission

**AMY IMAI ELEMENTARY SCHOOL's Vision and Mission Statements**
School Vision
An Imai education embeds 21st century skills and opportunities for social and emotional growth into every facet of students' learning experiences. We support the development of global citizens who are college, career, and community-ready.


School Mission
We inspire, prepare, and empower every student.


## School Profile

School Core Values
1. We cultivate a Growth Mindset culture for students, parents, and staff.
2. We value timely and appropriate feedback that promotes growth.
3. We support meeting the needs of the whole child: academic, social, physical, and emotional.
4. We use data to inform decisions.
5. We intentionally embed blended learning opportunities in instruction.
6. We reflect on current practices and research best practices to implement in the classroom.
7. We foster an awareness, appreciation, and respect for cultural diversity.
8. We value collaboration and embrace new professional learning opportunities.

ACADEMIC ACHIEVEMENT

GOALS:
By June 2022, there will be a one percentage point increase (from 86 to 87) in the number of students meeting and exceeding standard in ELA as measured by CAASPP (3-5)
By June 2022, there will be a two percentage point increase (from 87 to 88) in the number of students meeting and exceeding standard in Math as measured by CAASPP (3-5)

KEY STRATEGIES
- Ensure alignment and data-driven instruction through coaching and professional development.
- Respond to individual student needs through Project Based Learning and Response to Instruction approaches.

ELA
By June 2022, the percentage of students meeting or exceeding standards
- on the CAASPP ELA exam will increase from 88% to 89%
Subgroup data
(White) By June 2022 we will increase or stay the same from 90% to 91% in the number of students meeting and exceeding standard in ELA as measured by CAASP (3-5)
(Asian) By June 2022 we will increase or stay the same from 94% to 95% in the number of students meeting and exceeding standard in ELA as measured by CAASP (3-5)
(SWD) By June 2022 we will increase from 48% to 52.8% in the number of students meeting and exceeding standard in ELA as measured by CAASP (3-5)
(Hispanic/Latino) By June 2022 we will increase from 64% to 70% in the number of students meeting and exceeding standard in ELA as measured by CAASP (3-5)
(EL) By June 2022 we will increase from 43% to 47% in the number of students meeting and exceeding standard in ELA as measured by CAASPP (3-5)


i-ready
By May 2022 the percentage of students meeting or exceeding standards
*on the i-ready test we (schoolwide) will increase from 89% to 90% in the number of students meeting and exceeding standard in ELA.
Subgroup data

(White) By May 2022 we will increase or stay the same from 92% to 93% in the number of students meeting and exceeding standard in ELA.
(Asian) By May 2022 we will increase or stay the same from 90% to 91% in the number of students meeting and/or exceeding standard in ELA.
(SWD) By May 2022 we will increase from 73% to 80% in the number of students meeting and/or exceeding standards in ELA.
(Hispanic/Latino) By May 2022 we will increase from 45% to 49% in the number of students meeting and/or exceeding standard in ELA.
(EL) By May 2022 we will increase from 54% to 59% in the number of students meeting and exceeding standard in ELA.

Math Goal
By June 2022, there will be a 1 percentage point increase (from 87 to 88) in the number of students meeting and exceeding standard in Math as measured by CAASPP (3-5)
Subgroup goals
(White) By June 2022 there will be a 1 percentage point increase (from 90 and 91) in the number of students meeting and exceeding standards in Math as measured by i-ready.
(Asian) By June 2022 we will maintain or exceed (95%) in the number of students meeting and exceeding standards in Math as measured by i-ready.
(SWD) By June 2022 we increase from 69 to 72 in the number of students meeting and exceeding standards in Math as measured by i-ready.
(Hispanic/Latino) By June 2022 we will go increase from 41 to 45 in the number of students meeting and exceeding standards in Math as measured by i-ready.
(EL) By June 2022 we will increase from 56 to 60 in the number of students meeting and exceeding standards in the Math as measured by i-ready.

i-ready math
By May 2022 the percentage of students meeting or exceeding standards
* on the i-ready math test we will increase or stay the same from 89% to 90% in the number of students meeting and exceeding standard.
(White) By May 2022 we will increase or stay the same from 90% to 91% in the number of students meeting and exceeding standard in math.
(Asian) By May 2022 we will increase or stay the same from 95% to 96% in the number of students meeting or exceeding standard in math.
(SWD) By May 2022 we will increase from 69% to 75% in the number of students meeting or exceeding standard in math.
(Hispanic/Latino) By May 2022 we will increase from 41% to 45% in the number of students meeting or exceeding standard in math.
(EL) By May 2022 we will increase from 52% to 57% in the number of students meeting or exceeding standard in math.

## Comprehensive Needs Assessment Components

**Data Analysis**

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

<p style="text-align: center;"><strong><u>Analysis of Current Instructional Program</u></strong></p>

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.

<u>Standards, Assessment, and Accountability</u>

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

   Writing, math, and ELA benchmark assessments are administered in alignment with District timelines. The ELA and Math assessments given through the i-Ready platform are largely summative and are analyzed after each administration. State data for grades 3-5 is analyzed in September and used to make decisions about school goals and key strategies for site planning. The Common Core Standards are the target for all instruction in ELA and math. Curriculum tools used in instruction are aligned with standards. We use the data to differentiate instruction and create RTI groups throughout the year.

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

   Data is collected from a variety of sources: in-class checks for understanding, exit slips, curriculum assessments, and common formative assessments created by teacher teams. Teachers analyze their classroom data on an ongoing basis, and results of curriculum assessments and common formative assessments are broken down and discussed during teacher collaboration meetings weekly. These discussions inform next steps for responding to student needs by modifying instruction.

<u>Staffing and Professional Development</u>

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).  Imai School has no misassigned teachers, no out of field teachers, and 1 teacher in her first two years of teaching (new teacher but second year at our site).  All other teachers are considered "highly qualified".

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

   A full time instructional coach offers a wide range of support options for teachers. This can come in the form of observational coaching, modeling teaching techniques, planning lessons, creating assessments, facilitating collaboration, etc. Two STEAM teachers plan and deliver STEAM lessons twice a week for each child. District new teacher coaches support new teachers hone their instructional practice and clear their credential.

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

   A professional development-focused all-staff meeting takes place each Wednesday afternoon and official teacher collaboration time takes place each Thursday. Collaboration is organized around grade level teams and is used to discuss and plan items related to the instructional program.

Opportunity and Equal Educational Access

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

    Enrichment for all electives support every student during the school day and contribute to building schema, honing critical thinking skills, public speaking ability, and scientific inquiry. All students receive two 45-50 minute sessions of Response to Instruction per week. RTI time is used to address standards with which students need more practice as well as extending students' learning through projects that promote deeper learning of the content. A community engagement facilitator is on campus to support families and teachers with non-instructional aspects of meeting diverse needs.

Parental Involvement

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

    When allowed again: Parental involvement at Imai is a strong component of the school. Parents volunteer to support classroom instruction, centers, event coordination, yard supervision, participation and leadership on school site council, PTA and English Learner Advisory Committees. In addition, many parents attend and are involved in District Advisory Committee, District English Learner Advisory Committee, and Board meetings.

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)

    Imai Elementary is not a Title 1 school.  Imai receives funding allocations from the District through the Local Control Funding Formula.

<u>Funding</u>

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

    Imai receives state funding through the Local Control Funding Formula and funds directed through the district to support enrichment programming at schools. In addition, noon duty and Lottery fund supports the school and are allocated by the district. In the 2021-22 school year 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.PTA support and funding is a major factor for Imai contributing to school supplies, curriculum support, technology software purchase and subscriptions, enrichment, and field trips.


## Description of Barriers and Related School Goals

Barriers:
1. Low numbers of English language learners and SED students lead to wide fluctuations of percentages year to year  and this year we have seen an increase in the number of newcomers new to our site.  The staff will continue to focus on SIOP strategies for all learners.
2. Due to the pandemic some students have regressed not only socially but academically as well.  Our English language learners were not able to practice their English while they were home during distance learning. Our students are struggling socially with following rules and in social situations.
3. We have seen an increase of students with anxiety when it comes to coming to school.

# 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 | 95 | 104 | 116 | 91 | 102 | 113 | 91 | 102 | 113 | 95.8 | 98.1 | 97.4 |
| Grade 4 | 94 | 92 | 108 | 92 | 91 | 103 | 92 | 91 | 103 | 97.9 | 98.9 | 95.4 |
| Grade 5 | 95 | 96 | 93 | 92 | 95 | 91 | 92 | 95 | 91 | 96.8 | 99 | 97.8 |
| All Grades | 284 | 292 | 317 | 275 | 288 | 307 | 275 | 288 | 307 | 96.8 | 98.6 | 96.8 |

\* 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 | 2516.6 | 2516.5 | 2526.5 | 72.53 | 64.71 | 72.57 | 15.38 | 20.59 | 14.16 | 8.79 | 6.86 | 7.08 | 3.30 | 7.84 | 6.19 |
| Grade 4 | 2566.4 | 2585.3 | 2567.7 | 70.65 | 80.22 | 68.93 | 14.13 | 12.09 | 15.53 | 10.87 | 4.40 | 7.77 | 4.35 | 3.30 | 7.77 |
| Grade 5 | 2603.4 | 2607.7 | 2619.2 | 70.65 | 68.42 | 75.82 | 19.57 | 23.16 | 16.48 | 3.26 | 7.37 | 3.30 | 6.52 | 1.05 | 4.40 |
| All Grades | N/A | N/A | N/A | 71.27 | 70.83 | 72.31 | 16.36 | 18.75 | 15.31 | 7.64 | 6.25 | 6.19 | 4.73 | 4.17 | 6.19 |

| Reading<br>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 | 54.95 | 59.80 | 70.80 | 41.76 | 29.41 | 23.89 | 3.30 | 10.78 | 5.31 |
| Grade 4 | 64.13 | 80.22 | 66.02 | 34.78 | 16.48 | 27.18 | 1.09 | 3.30 | 6.80 |
| Grade 5 | 63.04 | 73.68 | 73.63 | 32.61 | 23.16 | 20.88 | 4.35 | 3.16 | 5.49 |
| All Grades | 60.73 | 70.83 | 70.03 | 36.36 | 23.26 | 24.10 | 2.91 | 5.90 | 5.86 |

| Writing<br>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 | 70.33 | 66.34 | 61.06 | 24.18 | 23.76 | 30.97 | 5.49 | 9.90 | 7.96 |
| Grade 4 | 68.48 | 74.73 | 62.14 | 29.35 | 24.18 | 32.04 | 2.17 | 1.10 | 5.83 |
| Grade 5 | 71.74 | 70.53 | 73.63 | 22.83 | 24.21 | 19.78 | 5.43 | 5.26 | 6.59 |
| All Grades | 70.18 | 70.38 | 65.15 | 25.45 | 24.04 | 28.01 | 4.36 | 5.57 | 6.84 |

| 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 | 59.34 | 50.00 | 61.06 | 36.26 | 45.10 | 37.17 | 4.40 | 4.90 | 1.77 |
| Grade 4 | 48.91 | 52.75 | 60.19 | 47.83 | 43.96 | 37.86 | 3.26 | 3.30 | 1.94 |
| Grade 5 | 48.91 | 46.32 | 50.55 | 47.83 | 50.53 | 43.96 | 3.26 | 3.16 | 5.49 |
| All Grades | 52.36 | 49.65 | 57.65 | 44.00 | 46.53 | 39.41 | 3.64 | 3.82 | 2.93 |

| 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 | 59.34 | 63.73 | 63.72 | 37.36 | 30.39 | 27.43 | 3.30 | 5.88 | 8.85 |
| Grade 4 | 61.96 | 67.03 | 53.40 | 34.78 | 27.47 | 36.89 | 3.26 | 5.49 | 9.71 |
| Grade 5 | 69.57 | 56.84 | 72.53 | 26.09 | 41.05 | 23.08 | 4.35 | 2.11 | 4.40 |
| All Grades | 63.64 | 62.50 | 62.87 | 32.73 | 32.99 | 29.32 | 3.64 | 4.51 | 7.82 |

**Conclusions based on this data:**

1.  Overall, there was a slight increase in ELA results; the vast majority of students are nearly at, at, or above standards in ELA.

2.  There was a slight increase in the percentage of students who are above standards, while the percent of students below standards remained constant or increased slightly.

3.  We need to continue refining efforts to differentiate instruction based on need, especially for our students who struggle the most.

# 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 | 95 | 104 | 116 | 91 | 103 | 115 | 91 | 101 | 115 | 95.8 | 99 | 99.1 |
| Grade 4 | 94 | 92 | 108 | 93 | 91 | 108 | 93 | 91 | 108 | 98.9 | 98.9 | 100 |
| Grade 5 | 95 | 96 | 93 | 93 | 95 | 92 | 93 | 95 | 92 | 97.9 | 99 | 98.9 |
| All Grades | 284 | 292 | 317 | 277 | 289 | 315 | 277 | 287 | 315 | 97.5 | 99 | 99.4 |

\* 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 | 2531.4 | 2519.9 | 2529.4 | 69.23 | 63.37 | 66.09 | 21.98 | 19.80 | 22.61 | 6.59 | 11.88 | 6.96 | 2.20 | 4.95 | 4.35 |
| Grade 4 | 2574.1 | 2581.4 | 2576.8 | 62.37 | 73.63 | 69.44 | 23.66 | 17.58 | 14.81 | 12.90 | 4.40 | 12.96 | 1.08 | 4.40 | 2.78 |
| Grade 5 | 2596.5 | 2607.9 | 2618.8 | 63.44 | 69.47 | 77.17 | 21.51 | 14.74 | 8.70 | 9.68 | 12.63 | 6.52 | 5.38 | 3.16 | 7.61 |
| All Grades | N/A | N/A | N/A | 64.98 | 68.64 | 70.48 | 22.38 | 17.42 | 15.87 | 9.75 | 9.76 | 8.89 | 2.89 | 4.18 | 4.76 |

| Concepts & Procedures<br>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 | 86.81 | 75.25 | 77.39 | 8.79 | 17.82 | 17.39 | 4.40 | 6.93 | 5.22 |
| Grade 4 | 78.49 | 84.62 | 78.70 | 18.28 | 9.89 | 12.96 | 3.23 | 5.49 | 8.33 |
| Grade 5 | 72.04 | 73.68 | 84.78 | 21.51 | 22.11 | 4.35 | 6.45 | 4.21 | 10.87 |
| All Grades | 79.06 | 77.70 | 80.00 | 16.25 | 16.72 | 12.06 | 4.69 | 5.57 | 7.94 |

| Problem Solving & Modeling/Data Analysis<br>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 | 73.63 | 66.34 | 69.57 | 24.18 | 27.72 | 25.22 | 2.20 | 5.94 | 5.22 |
| Grade 4 | 58.06 | 76.92 | 70.37 | 36.56 | 18.68 | 21.30 | 5.38 | 4.40 | 8.33 |
| Grade 5 | 63.44 | 65.26 | 69.57 | 31.18 | 32.63 | 23.91 | 5.38 | 2.11 | 6.52 |
| All Grades | 64.98 | 69.34 | 69.84 | 30.69 | 26.48 | 23.49 | 4.33 | 4.18 | 6.67 |

| Communicating Reasoning<br>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 | 74.73 | 61.39 | 70.43 | 21.98 | 34.65 | 24.35 | 3.30 | 3.96 | 5.22 |
| Grade 4 | 64.52 | 78.02 | 67.59 | 32.26 | 16.48 | 27.78 | 3.23 | 5.49 | 4.63 |
| Grade 5 | 58.06 | 58.95 | 65.22 | 34.41 | 33.68 | 27.17 | 7.53 | 7.37 | 7.61 |
| All Grades | 65.70 | 65.85 | 67.94 | 29.60 | 28.57 | 26.35 | 4.69 | 5.57 | 5.71 |

**Conclusions based on this data:**

1. Overall, math results remained consistent with last year's results, with a slight decrease noted in 3rd grade.

2. There were encouraging improvements in the area of problem solving, while results remained stagnant or decreased slightly in the area of communicating reasoning.

3. Efforts to improve our math program should focus on differentiation and support for the students who struggle the most, especially in the area of communicating reasoning.

# School and Student Performance Data

**ELPAC Results**

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | |
|---|---|---|---|---|
| Grade Level | Overall | Oral Language | Written Language | Number of Students Tested |
| | 20-21 | 20-21 | 20-21 | 20-21 |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | |
|---|---|---|---|---|---|
| Grade Level | Level 4 | Level 3 | Level 2 | Level 1 | Total Number of Students |
| | 20-21 | 20-21 | 20-21 | 20-21 | 20-21 |
| K | 33.33 | 33.33 | 22.22 | 11.11 | 9 |
| 1 | 50.00 | 12.50 | 25.00 | 12.50 | 8 |
| 2 | 33.33 | 41.67 | 25.00 | 0.00 | 12 |
| 3 | 21.43 | 21.43 | 50.00 | 7.14 | 14 |
| 4 | 50.00 | 0.00 | 0.00 | 50.00 | 2 |
| 5 | 57.14 | 0.00 | 28.57 | 14.29 | 7 |
| All Grades | 36.54 | 23.08 | 30.77 | 9.62 | 52 |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | |
|---|---|---|---|---|---|
| Grade Level | Level 4 | Level 3 | Level 2 | Level 1 | Total Number of Students |
| | 20-21 | 20-21 | 20-21 | 20-21 | 20-21 |
| K | 33.33 | 33.33 | 22.22 | 11.11 | 9 |
| 1 | 50.00 | 12.50 | 25.00 | 12.50 | 8 |
| 2 | 50.00 | 16.67 | 33.33 | 0.00 | 12 |
| 3 | 35.71 | 35.71 | 21.43 | 7.14 | 14 |
| 4 | 50.00 | 0.00 | 50.00 | 0.00 | 2 |
| 5 | 57.14 | 28.57 | 0.00 | 14.29 | 7 |
| All Grades | 44.23 | 25.00 | 23.08 | 7.69 | 52 |

| 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 |
| | 20-21 | 20-21 | 20-21 | 20-21 | 20-21 |
| K | 33.33 | 33.33 | 22.22 | 11.11 | 9 |
| 1 | 37.50 | 25.00 | 25.00 | 12.50 | 8 |
| 2 | 25.00 | 58.33 | 16.67 | 0.00 | 12 |
| 3 | 0.00 | 35.71 | 35.71 | 28.57 | 14 |
| 4 | 0.00 | 0.00 | 50.00 | 50.00 | 2 |
| 5 | 28.57 | 28.57 | 14.29 | 28.57 | 7 |
| All Grades | 21.15 | 36.54 | 25.00 | 17.31 | 52 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | |
|---|---|---|---|---|
| Grade Level | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |
| | 20-21 | 20-21 | 20-21 | 20-21 |
| K | 11.11 | 55.56 | 33.33 | 9 |
| 1 | 12.50 | 37.50 | 50.00 | 8 |
| 2 | 8.33 | 33.33 | 58.33 | 12 |
| 3 | 7.14 | 57.14 | 35.71 | 14 |
| 4 | 0.00 | 50.00 | 50.00 | 2 |
| 5 | 14.29 | 42.86 | 42.86 | 7 |
| All Grades | 9.62 | 46.15 | 44.23 | 52 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | |
|---|---|---|---|---|
| Grade Level | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |
| | 20-21 | 20-21 | 20-21 | 20-21 |
| K | 33.33 | 55.56 | 11.11 | 9 |
| 1 | 25.00 | 37.50 | 37.50 | 8 |
| 2 | 0.00 | 41.67 | 58.33 | 12 |
| 3 | 14.29 | 35.71 | 50.00 | 14 |
| 4 | 0.00 | 50.00 | 50.00 | 2 |
| 5 | 14.29 | 14.29 | 71.43 | 7 |
| All Grades | 15.38 | 38.46 | 46.15 | 52 |

| Grade Level | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |
|:---:|:---:|:---:|:---:|:---:|
| | **Reading Domain**<br>**Percentage of Students by Domain Performance Level for All Students** | | | |
| | **20-21** | **20-21** | **20-21** | **20-21** |
| K | 11.11 | 66.67 | 22.22 | 9 |
| 1 | 0.00 | 62.50 | 37.50 | 8 |
| 2 | 8.33 | 58.33 | 33.33 | 12 |
| 3 | 35.71 | 57.14 | 7.14 | 14 |
| 4 | 50.00 | 50.00 | 0.00 | 2 |
| 5 | 28.57 | 42.86 | 28.57 | 7 |
| All Grades | 19.23 | 57.69 | 23.08 | 52 |

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

**Conclusions based on this data:**

1. Listening and speaking are our strongest domains.

2. Large number of students are scoring in the somewhat/moderately in all domains.

3. Number of EL's decrease in the upper grades.

# School and Student Performance Data

**iReady Diagnostic 3 Results**

**District Results**

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

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

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

| iReady Diagnostic 3 Math 2020-21 | Annual Typical Growth (Students meeting their yearly growth targets) | |
|---|---|---|
| **Grade Level** | **Met** | **Not Met** |
| 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% |
| **Grand Total** | 47% | 53% |
| **Students with Disability (SWD)** | **Met** | **Not Met** |
| **SWD** | 36% | 64% |
| **Socio-Economically Disadvantaged (SED)** | **Met** | **Not Met** |

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

| **iReady Diagnostic 3 Reading 2020-21** | **Annual Typical Growth (Students meeting their yearly growth targets)** | |
|---|---|---|
| **Grade Level** | **Met** | **Not Met** |
| 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% |
| **Grand Total** | 56% | 44% |
| **Students with Disability (SWD)** | **Met** | **Not Met** |
| **SWD** | 44% | 56% |
| **Socio-Economically Disadvantaged (SED)** | **Met** | **Not Met** |
| **SED** | 44% | 56% |
| **EL Status Subgroup Data** | **Met** | **Not Met** |
| **EL** | 38% | 62% |
| **EO** | 60% | 40% |
| **IFEP** | 55% | 45% |

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

**AMY IMAI ELEMENTARY SCHOOL**

| Math - Diagnostic 3 (May 2021) | | | | |
|---|---|---|---|---|
| | **Tier 1** | **Tier 2** | **Tier 3** | **Grand Total** |
| **Math Diagnostic 3 Overall** | 89% | 8% | 2% | |
| **Ethnicity Subgroups** | | | | |
| **Asian** | 95% | 5% | 0% | 100% |
| **Hispanic/Latino** | 41% | 38% | 21% | 100% |
| **White** | 90% | 8% | 2% | 100% |
| **Grand Total** | 89% | 8% | 2% | 100% |
| **Students with Disability (SWD)** | | | | |
| **SWD** | 69% | 17% | 14% | 100% |
| **Not SWD** | 90% | 9% | 1% | 100% |
| **Grand Total** | 89% | 9% | 2% | 100% |
| **Socio-Economically Disadvantaged (SED)** | | | | |
| **SED** | 48% | 41% | 11% | 100% |
| **Not SED** | 91% | 7% | 2% | 100% |
| **Grand Total** | 89% | 9% | 2% | 100% |
| **EL Status Subgroup Data** | | | | |
| **EL** | 56% | 36% | 8% | 100% |
| **EO** | 92% | 5% | 3% | 100% |
| **IFEP** | 95% | 5% | 0% | 100% |
| **RFEP** | 91% | 9% | 0% | 100% |
| **Grand Total** | 88% | 9% | 2% | 100% |

| Reading - Diagnostic 3 (May 2021) |
|---|

| Reading - Diagnostic 3 (May 2021) | | | |
|---|---|---|---|
| | **Tier 1** | **Tier 2** | **Tier 3** | **Grand Total** |
| **Reading Diagnostic 3 Overall** | 89% | 8% | 2% | |
| **Ethnicity Subgroups** | | | | |
| **Asian** | 90% | 7% | 2% | 100% |
| **Hispanic/Latino** | 45% | 41% | 14% | 100% |
| **White** | 92% | 8% | 1% | 100% |
| **Grand Total** | 88% | 10% | 2% | 100% |
| **Students with Disability (SWD)** | | | | |
| **SWD** | 73% | 20% | 7% | 100% |
| **Not SWD** | 89% | 9% | 2% | 100% |
| **Grand Total** | 88% | 10% | 2% | 100% |
| **Socio-Economically Disadvantaged (SED)** | | | | |
| **SED** | 64% | 25% | 11% | 100% |
| **Not SED** | 89% | 9% | 2% | 100% |
| **Grand Total** | 88% | 10% | 2% | 100% |
| **EL Status Subgroup Data** | | | | |
| **EL** | 54% | 32% | 14% | 100% |
| **EO** | 92% | 7% | 2% | 100% |
| **IFEP** | 95% | 5% | 0% | 100% |
| **RFEP** | 90% | 10% | 0% | 100% |
| **Grand Total** | 88% | 10% | 2% | 100% |

| iReady Diagnostic 3 Math 2020-21 | Annual Typical Growth (Students meeting their yearly growth targets) | |
|---|---|---|
| **Grade Level** | **Met** | **Not Met** |
| 0 | 52% | 48% |
| 1 | 58% | 42% |
| 2 | 51% | 49% |
| 3 | 56% | 44% |
| 4 | 49% | 51% |
| 5 | 63% | 38% |
| 6 | | |
| 7 | | |
| 8 | | |

| Reading - Diagnostic 3 (May 2021) | | |
|---|---|---|
| Grand Total | 55% | 45% |
| Students with Disability (SWD) | Met | Not Met |
| SWD | 47% | 53% |
| Socio-Economically Disadvantaged (SED) | Met | Not Met |
| SED | 38% | 63% |
| EL Status Subgroup Data | Met | Not Met |
| EL | 50% | 50% |
| EO | 56% | 44% |
| IFEP | 56% | 44% |
| RFEP | 55% | 45% |
| Grand Total | 55% | 45% |
| Ethnicity Subgroup Annual Typical Growth Data | Met | Not Met |
| Asian | 60% | 40% |
| Hispanic/Latino | 42% | 58% |
| White | 52% | 48% |
| Grand Total | 56% | 44% |

| iReady Diagnostic 3 Reading 2020-21 | Annual Typical Growth (Students meeting their yearly growth targets) | |
|---|---|---|
| Grade Level | Met | Not Met |
| 0 | 45% | 55% |
| 1 | 77% | 23% |
| 2 | 63% | 37% |
| 3 | 65% | 35% |
| 4 | 64% | 36% |
| 5 | 67% | 33% |
| 6 | | |
| 7 | | |
| 8 | | |
| Grand Total | 64% | 36% |
| Students with Disability (SWD) | Met | Not Met |
| SWD | 47% | 53% |
| Socio-Economically Disadvantaged (SED) | Met | Not Met |

| | | |
|---|---|---|
| **SED** | 52% | 48% |

| EL Status Subgroup Data | Met | Not Met |
|---|---|---|
| **EL** | 56% | 44% |
| **EO** | 68% | 32% |
| **IFEP** | 58% | 42% |
| **RFEP** | 66% | 34% |
| **Grand Total** | 64% | 36% |

| Ethnicity Subgroup Annual Typical Growth Data | Met | Not Met |
|---|---|---|
| **Asian** | 66% | 34% |
| **Hispanic/Latino** | 39% | 61% |
| **White** | 67% | 33% |
| **Grand Total** | 64% | 36% |

**Conclusions based on this data:**

1. Efforts to improve our math program should focus on differentiation and support for the students who struggle the most, especially in the area of communicating reasoning.
2. There were encouraging improvements in the area of problem solving, while results remained stagnant or decrease slightly in the area of communicating reasoning.

## 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:

| |
|---|
| **School Goal 1: Academic Achievement - English Language Arts** |
| **LCAP Goal 1:** |
| 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**<br>● **School Goal 1.a - CAASPP Goal**<br>● **School Goal 1.b - One Year's Growth Goal** |
| By June 2022, the percentage of students meeting or exceeding standards<br>● on the CAASPP ELA exam we will increase from 88% to 89% (grades 3-5)<br>Subgroup data<br>(White) By June 2022 we will increase or stay the same from 90% to 91% in the number of students meeting and exceeding standard in ELA as measured by CAASP (3-5)<br>(Asian) By June 2022 we will increase or stay the same from 94% to 95% in the number of students meeting and exceeding standard in ELA as measured by CAASP (3-5)<br>(SWD) By June 2022 we will increase from 48% to 52.8% in the number of students meeting and exceeding standard in ELA as measured by CAASP (3-5)<br>(Hispanic/Latino) By June 2022 we will increase from 64% to 70% in the number of students meeting and exceeding standard in ELA as measured by CAASP (3-5)<br>(EL) By June 2022 we will increase from 43% to 47% in the number of students meeting and exceeding standard in ELA as measured by CAASPP (3-5)<br><br>i-ready<br>By May 2022 the percentage of students meeting or exceeding standards<br>*on the i-ready test we (schoolwide) will increase from 89% to 90% in the number of students meeting and exceeding standard in ELA.<br>Subgroup data<br>(White) By May 2022 we will increase or stay the same from 92% to 93% in the number of students meeting and exceeding standard in ELA.<br>(Asian) By May 2022 we will increase or stay the same from 90% to 91% in the number of students meeting and/or exceeding standard in ELA.<br>(SWD) By May 2022 we will increase from 73% to 80% in the number of students meeting and/or exceeding standards in ELA.<br>(Hispanic/Latino) By May 2022 we will increase from 45% to 49% in the number of students meeting and/or exceeding standard in ELA.<br>(EL) By May 2022 we will increase from 54% to 59% in the number of students meeting and exceeding standard in ELA. |

| Data Used to Form this Goal: |
|---|
| CAASPP<br>i-ready assessment |

| Findings from the Analysis of this Data: |
|---|
| 2021-2022<br>By June 2022, the percentage of students meeting or exceeding standards<br><ul><li>on the CAASPP ELA exam will increase from 86% to 87%</li></ul><br><br>Data used to help us meet this goal will be i-ready data for Trimester 1 and 2. We will also use i-ready and CAASP. |

| How the School will Evaluate the Progress of this Goal: |
|---|
| Ongoing monitoring of qualitative and quantitative data by administrator and teacher teams during staff meetings, coaching discussions, feedback sessions.<br><br>Mid year staff check in. |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Compose and track teacher professional goals aligned to site priorities to focus professional development and feedback | August - May | Teachers | No expenditures, part of regular staff responsibilities. | | | |
| Implement Response to Instruction (Tiered Instruction) and STEAM (Science, Technology, Engineering, Art, Math) Program. -Each classroom will rotate twice a week, in small groups for RTI, and to receive STEAM instruction. -The grouping of students will be done by the grade level teachers based on the students' ability level in target areas and will change at least every six weeks. -While one group of students is with the STEAM teacher, another small group will stay with their classroom | August – May | Teachers, Coaches, 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 |
| teacher to receive tiered level of instruction that extends their learning or helps with topics the students did not understand. -No matter what level a student is at they will see the STEAM teacher and their classroom teacher twice a week during their Response to Instruction rotations. | | | | | | |
| Differentiation -What do Students need to know? Grade levels will identify priority standards provided by the district that align to core content instruction. -How will we know that students have learned it? Grade levels will then use i-Ready Standards Mastery Assessments for pre-assessment. -How will we respond? Grade levels will review the data to determine instructional needs and differentiation strategies during the core instruction and RTI groupings (Tiered Level of Instruction). Implement differentiation strategies provided at the district August professional development on differentiation including SIOP features for the year which are language and content objectives and interactions for engagement. Data will be reviewed regularly during staff meetings, grade level collaborations as well as PD days. We will evaluate how we are doing during staff meetings by having regular data discussions as well as during grade level collaboration and planning time. | August - May | Principal, Coach and Teachers | None Specified | | | |
| Coach support will include regular check-ins with teachers focused on | August-May | Principal, Teachers,Coach | No expenditures | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| site initiatives. Feedback given by principal only. | | | | | | |
| Grade level teams will review data every 6 weeks to guide instructional practices for RTI. | August – May | Principal, Teachers, Coach | No expenditures | | | |
| Provide online after school tiered levels of tutoring for all students. Provide on-site location tutoring for tier 3 and 2 students 2-3 times per week. Learning loss plan provided by the district. | October- May | Teachers and Outside Tutoring Company | District Funded | | | |
| Use of i-Ready during RTI will be consistent across grade levels | August - May | Teachers | No expenditures, part of regular staff responsibilities. | | | |
| Visit classrooms regularly and provide ongoing feedback to teachers and students. | October - Apr | Principal, Teachers | No expenditures | | | |
| Collaboration once a month with Discovery Education and STEAM teachers will help guide instruction. | Ongoing | Principal, Teachers | No expenditures | | | |
| Regular walkthroughs by admin and coach will be done. SIOP features will be focused for this year. Regular feedback by principal will be given during walkthrough via emails or in person if needed immediate feedback. | August-May | Principal-Coach | No expenditures | | | |
| Use Square Panda with students in K,1 and Newcomers to help with phonemic awareness. Online program as well as guided reading books. | September-May | Teacher, Coaches | No expenditures | | | |
| Use of funds for enrichment such as engineering, coding or STEAM kits to enrich students learning | October-May | Principal, Coach | Purchase licenses and kits for enrichment | None Specified | Program 201 | 5000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Planning time for teachers after school or on Saturdays | Trimester 1 and Trimester 2 | Principal, coach, teachers | | 1000-1999: Certificated Personnel Salaries | Program 201 | 4000 |
| Purchase guided reading take home books for students in tier 2 and 3 | October-November | Principal and Coach | Purchase of guided reading books | | Program 201 | 2000 |
| Analyze data from benchmarks, observations, and feedback and revise plan as needed | Aug - May | Principal, teachers, Coach | 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:

| |
|---|
| **School Goal 2: Academic Achievement - Math** |
| **LCAP Goal 1:** |
| 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**<br>●  **School Goal 2.a - CAASPP Goal**<br>●  **School Goal 2.b - One Year's Growth Goal** |
| By June 2022, there will be a 1 percentage point increase (from 87 to 88) in the number of students meeting and exceeding standard in Math as measured by CAASPP (3-5) Math Goal<br>By June 2022, there will be a 1 percentage point increase (from 87 to 88) in the number of students meeting and exceeding standard in Math as measured by CAASPP (3-5) Subgroup goals<br>(White) By June 2022 there will be a 1 percentage point increase (from 90 and 91)  in the number of students meeting and exceeding standards in Math as measured by i-ready.<br>(Asian) By June 2022 we will maintain or exceed (95%) in the number of students meeting and exceeding standards in Math as measured by i-ready.<br>(SWD) By June 2022 we increase  from 69 to 72 in the number of students meeting and exceeding standards in Math as measured by i-ready.<br>(Hispanic/Latino) By June 2022 we will go increase from 41 to 45 in the number of students meeting and exceeding standards in Math as measured by i-ready.<br>(EL) By June 2022 we will increase from 56 to 60 in the number of students meeting and exceeding standards in the Math as measured by i-ready.<br><br><br>i-ready math<br>By May 2022 the percentage of students meeting or exceeding standards<br>* on the i-ready math test we will increase or stay the same from 89% to 90% in the number of students meeting and exceeding standard.<br>(White) By May 2022 we will increase or stay the same from 90% to 91% in the number of students meeting  and exceeding standard in math.<br>(Asian) By May 2022 we will increase or stay the same from 95% to 96% in the number of students meeting or exceeding standard in math.<br>(SWD) By May 2022 we will increase from 69% to 75% in the number of students meeting or exceeding standard in math.<br>(Hispanic/Latino) By May 2022 we will increase from 41% to 45% in the number of students meeting or exceeding standard in math.<br>(EL) By May 2022 we will increase from 52% to 57% in the number of students meeting or exceeding standard in math. |

| Data Used to Form this Goal: |
| --- |
| CAASPP<br>District assessments<br>i-ready |

| Findings from the Analysis of this Data: |
| --- |
| Effort to improve our math program focused on differentiation and support for the students who struggle the most, especially in the are of communicating reasoning. |

| How the School will Evaluate the Progress of this Goal: |
| --- |
| Ongoing monitoring by administrator and teacher teams during staff meetings, release days, coaching discussions, feedback sessions.<br><br>Mid year staff check in. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | Description | Type | Funding Source | Amount |
| Professional Development: hone RTI skills - CFA creation, data analysis, looking at student work, how to extend learning | August - May | Principal, coach, teachers | No expenditures, part of regular staff responsibilities. | | | |
| Coach will follow up and support teachers with District initiatives. | September - May | Principal, Coah | No expenditures, part of regular staff responsibilities. | | | |
| Target students will be supported by regular check-ins during staff meetings. | November - April | Principal, teacher | No expenditures, part of regular staff responsibilities. | | | |
| Implement Response to Instruction (Tiered Instruction) and STEAM (Science, Technology, Engineering, Art, Math) Program. -Each classroom will rotate twice a week, in small groups for RTI, and to receive STEAM instruction. -The grouping of students will be done by the grade level teachers based on the students' ability level in target areas and will change at least every six weeks. -While one group of students is with the STEAM teacher, another small group will stay with their classroom | August-May | Principal, coach, 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 |
| teacher to receive tiered level of instruction that extends in their learning or help with topics the students did not understand. -No matter what level a student is at they will see the STEAM teacher and their classroom teacher twice a week during their Response to Instruction rotations. | | | | | | |
| Differentiation -What do Students need to know? Grade levels will identify priority standards provided by the district that align to core content instruction. -How will we know that students a have learned it? Grade levels will then use i-Ready Standards Mastery Assessments for pre-assessment. -How will we respond? Grade levels will review the data to determine instructional needs and differentiation and strategies during the core instruction and RTI groupings (Tiered Level of Instruction). | August-May | Principal,coach, teachers | No expenditures, part of regular staff responsibilities. | | | |
| Provide online after school tiered levels of tutoring for all students. Provide on-site location tutoring for priority students 2-3 times per week.District learning loss program | October-May | Principal and coach | District Funded | | | |
| Tier 1: purchase engineering, coding or lego program to enrich students learning | October-May | Principal, teachers and coach | Purchasing enrichment programs | None Specified | Program 201 | 5000 |
| Planning time for teacher to implement and plan lessons after reviewing data. Teachers will plan once every trimester. | Once a trimester | Teachers | Hourly pay for teacher planning | None Specified | Program 201 | 2000 |
| Tier 1 enrichment- purchase Kiwi Co STEAM kits to engage and challenge our highest performers. | 1 kit per trimester (per student) | Principal, teachers, coach | Cost to purchase STEAM kits | | Program 201 | 6000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Analyze data from benchmarks, observations, and principal feedback given after walkthroughs and revise plan as needed | Aug - May | Principals, teachers, coach | 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:

| |
|---|
| **School Goal 3 - Academic Achievement - English Language Learners** |
| **LCAP Goal 1:** |
| 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 3: Academic Achievement - English Language Learners**<br>    ● **School Goal 3.a - LTEL/At-RIsk Goal**<br>    ● **School Goal 3.b - RFEP Goal**<br>    ● **School Goal 3.c - ELPAC Goal** |
| By June 2022, there will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 6 to 4.<br>During the 2021-22 school year, demonstrate progress toward assuring that 80% of students who are enrolled in the ELL program will reach competency in the English language on par with their peers within a six-year period.<br>By June 2022, there will be a 1 percentage point increase (from 91% to 92%) 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.<br>By June 2022, 16 out 0f 19 (80%) of all English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC. |
| **Data Used to Form this Goal:** |
| ELPAC<br>i-ready<br>Benchmark assessments<br>CAASP |
| **Findings from the Analysis of this Data:** |
| Students are making progress.<br>RFEP students are continuing to perform well after they reclassified.<br>Writing is our ELD focus for this year to improve the writing scores. |

| How the School will Evaluate the Progress of this Goal: |
|---|
| Ongoing monitoring, including reviewing data at the end of every trimester. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Teachers will participate regularly in instructional coaching (at least 1x/mo) | August - May | Teachers, Coaches, Principal | No expenditures, part of regular staff responsibilities. | | | |
| Implement SIOP strategies focusing on Component #1 Lesson Preparation and Component #2 Interactions (9) Key Vocabulary Emphasized (24) Language Objectives clearly supported lesson delivery Objectives. | October - May | Coaches, Principal, Teachers | No expenditures, part of regular staff responsibilities. | | | |
| Professional Development: hone understanding and application of SIOP techniques | October - May | Coaches, Principal, Teachers | No expenditures, part of regular staff responsibilities. | | | |
| 1. Data will be used regularly to track student progress. 2. Parents will receive I-Ready diagnostic information 3 times per year and target students will get regular progress updates. | September - May | Principal, Classifed Staff | No expenditures, part of regular staff responsibilities. | | | |
| Analyze data from benchmarks, observations, and feedback and revise plan as needed | Aug - May | Principals, 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:

| |
|---|
| **School Goal 4 - Social-Emotional Health and Wellness** |
| **LCAP Goal 2:** |
| Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior. |
| **Strategic Plan Goal Area #2:** |
| Student Social Emotional Health |
| **School Goal 4: Social-Emotional Health and Wellness**<br>    ● **School Goal 4.a - Parent Goal**<br>    ● **School Goal 4.b - Student Goal** |
| Every student, staff, family and community member will feel valued and supported while working, learning, and partnering with MVWSD.<br><br>By June 2022, there will be a 3.2-percentage point increase from 68% to 71.2% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey<br>By June 2022, there will be a 3.5--percentage point increase from 65% to 68.5% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey. |
| **Data Used to Form this Goal:** |
| LCAP<br>Student CHAC referrals<br>Behavior referrals from parents or special education department |
| **Findings from the Analysis of this Data:** |
| We want to continue working on a welcoming environment for all families.<br>We will incorporate more events for new families to welcome them into our community. |

| How the School will Evaluate the Progress of this Goal: |
| --- |
| Ongoing monitoring by administrator and at-risk supervisor. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | Description | Type | Funding Source | Amount |
| Provide CHAC counseling to students including a Spanish speaking counselor for our newcomers. | November-May | Principal | No expenditures, part of regular staff responsibilities. | | | |
| Develop a school wide behavior matrix on student expected behaviors at school. Align expected behaviors to schools core values of community and respect. | October-May | Principal, coach and teachers | Extra hours for teachers in the behavior committee | | Program 201 | 500 |
| Monthly assemblies with an SEL component and weekly lessons to practice the skills | October-May | Principal and Coach | Cost of outside company doing virtual assemblies | | Program 202 | 5000 |
| Incorporate celebrations at the end of the trimester to celebrate accomplishments and teamwork. | | Principal, coach and teachers | Cost of team building activities per grade level | | Program 201 | 2000 |
| Purchase sensory paths to help students with regulation issues. | October | Principal | Cost of sensory paths for the different hallways | | Program 202 | 1000 |
| Purchase blank books (one per student) to encourage students to write out a weekly or monthly act of kindness and publish at the end of the school year | October | Principal and teachers | Cost of blank books | | Program 202 | 2000 |
| Purchase incentives for students for positive reinforcement of behavior and meeting attendance/tardy goals | October-May | Principal, at-risk, coach | Purchase incentives | | Program 202 | 500 |
| Review and revise plan as needed | Aug - May | Principal, Teachers, Coach | 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:

| |
|---|
| **School Goal 5 - Inclusive and Welcoming Culture** |
| **LCAP Goal 3:** |
| Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders. |
| **Strategic Plan Goal Area # 3:** |
| Inclusive and welcoming culture |
| **School Goal 5: Inclusive and Welcoming Culture**<br>● **School Goal 5.a - Attendance Goal**<br>● **School Goal 5.b - Chronic Absenteeism Goal**<br>● **School Goal 5.c - Welcoming Environment Goal** |
| By June 2022, the average student attendance rate for the school will be at or above 97.3%.<br>By June 2022, the average chronic absenteeism rate for subgroups will decrease by .5% from 2%to 1.5% based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard<br>By June 2022, there will be a 1% increase (from 84% to 85%)in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey. |
| **Data Used to Form this Goal:** |
| LCAP Survey |
| **Findings from the Analysis of this Data:** |
| Parents will be engaged by adding more parent engagement virtual activities during they school year . |
| **How the School will Evaluate the Progress of this Goal:** |
| LCAP<br>Survey |

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Parent engagement events will be held at the end of the trimester for all families. | Trimester 1 and 2 | Principal and teachers | Cost of hiring outside company for parent engagement events | | Parent Engagement (PIQE/FEI/PU) | 2000 |
| Science night for parents and students using KiwiCo STEAM kits. | Trimester 1 and 2 | Principal and coach | Cost of purchasing Kiwi Co STEAM kits for attendees | | Program 201 | 2000 |
| New families meet with principal before their first day. They are welcomed and introduce to the site. Welcome email sent with schedule and intro to our site before first day. | All year | Principal | New families receive school swag and a welcome to Imai introduction | | | |
| Send regular reminders home about attendance. Attendance incentives will be given to students who are struggling with coming to school on time regularly. | Aug - May | Principal | No expenditures, part of regular staff responsibility | | | |
| Teacher newsletters will include importance of attendance as well as coming to school on time. | Nov. - March | Principal, Teachers | No expenditures, part of regular staff responsibilities | | | |
| Regular events include Welcome back parent information per grade level, parent coffee's, whole school activities such as pumpkin decorating, winter fun, friendship day, etc.. slide shows will be incorporated by having parents send pictures of their child to be incorporated in the slide shows created to be shared during the Principal's coffee. 4 slide shows are created during the year. | August-May | Principal, teachers, staff members | | | | |
| Postcards were sent at the beginning of the year to welcome all families back in August. Another set will be sent during winter break and at the end of the school year. | August, December and May | Principal and office staff | | | | |
| Welcome swag was given to all students in August to introduce them | August | Principal | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| to our new school name. | | | | | | |
| Fall activity- students were provided a pumpkin each to take home and decorate. Pictures were sent to add to the slide show. | October-Nov | Staff and PTA | | | | |
| Pumpkin Patch for Grades K-1 (no parents just students) event for our youngest students to pick a pumpkin, take a picture and use their pumpkin for a math lesson. | October | Principal and teachers | | | | |
| Review and revise goal as needed | Aug - May | Principal, Coach, Teachers | 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 | 28,624 | 38,165 | 38,165.00 |
| Program 201 | 33,675 | 44,900 | 16,400.00 |
| Program 202 | 6,735 | 8,980 | 480.00 |
| TSSP | 10,776 | 14,368 | 14,368.00 |
| After School Enrichment - | 3,368 | 4,490 | 4,490.00 |
| Parent Engagement | 2,496 | 3,328 | 1,328.00 |

| Total Expenditures by Funding Source | |
|---|---|
| **Funding Source** | **Total Expenditures** |
| Parent Engagement (PIQE/FEI/PU) | 2,000.00 |
| Program 201 | 28,500.00 |
| Program 202 | 8,500.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Object Type**

| Object Type | Total Expenditures |
|---|---|
|  | 16,500.00 |
| 1000-1999: Certificated Personnel Salaries | 4,000.00 |
| None Specified | 12,000.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Object Type and Funding Source**

| Object Type | Funding Source | Total Expenditures |
|---|---|---|
| | Parent Engagement (PIQE/FEI/PU) | 2,000.00 |
| | Program 201 | 4,000.00 |
| | Program 201 | 8,500.00 |
| 1000-1999: Certificated Personnel Salaries | Program 201 | 4,000.00 |
| None Specified | Program 201 | 12,000.00 |
| | Program 202 | 500.00 |
| | Program 202 | 8,000.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Goal**

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 11,000.00 |
| Goal 2 | 13,000.00 |
| Goal 4 | 11,000.00 |
| Goal 5 | 4,000.00 |

## School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|---|---|---|---|---|
| Brooke Heymach Friedman | | | | X | |
| Yael  Shaked | | | | X | |
| Emily Horowitz | | | | X | |
| Monica Syel | | | | X | |
| Golnaz Golshan | | | | X | |
| Camela Algieri | | X | | | |
| Ashley Hinson | | X | | | |
| Haley Libuit | | X | | | |
| Doreen Kalb | | | X | | |
| Arline Siam | X | | | | |
| Numbers of members of each category: | 1 | 3 | 1 | 4 | 9 |

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 |
|---|---|---|---|---|---|
| Alejandra Garza | | | | X | |
| Fang Yin | | | | X | |
| Hanbin Kwak | | | | X | |
| Joknain Ramirez | | | | X | |
| Melanie Ramirez | | X | | | |
| Priscila Bogdanic | | | X | | |
| Arline Siam | X | | | | |
| **Numbers of ELAC Members of each category:** | **1** | **1** | **1** | **4** | **7** |

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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 f 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):

Clear

Signature

☑ English Learner Advisory Committee

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 fou 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 stat school goals to improve student academic performance.
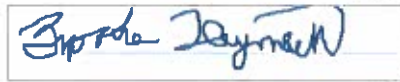6. This SPSA was adopted by the SSC at a public meeting on 10/14/21

Attested:

Clear

Arline Siam
Typed Name of School Principal

Signature of School Principal

11/12/21
Date

Clear

Brooke Heymach
Typed Name of SSC Chairperson

Signature of SSC Chairperson

11/15/21
Date