

# The School Plan for Student Achievement

**School:** Theuerkauf Elementary  
**CDS Code:** 43 69591 6049514  
**District:** Mountain View Whisman School District  
**Principal:** Michelle Williams  
**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:

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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

### Theuerkauf Elementary's Vision and Mission Statements

#### Mission:

We inspire and develop all students to be lifelong learners and responsible citizens for a changing world.

#### Vision:

Theuerkauf Elementary is a school where all students acquire and demonstrate the knowledge and skills necessary to achieve academic and personal success in an atmosphere defined by respect and collaboration. In partnership with our families and community, we inspire students toward creativity, adaptability, critical thinking, and empathy.

Five Core Values that Theuerkauf Elementary fosters are: Perseverance, Respect, Responsibility, Integrity, and Courage

## School Profile

Theuerkauf Elementary School is a TK-5 school with an enrollment of 301 students . Besides offering a Transitional Kindergarten through fifth grade educational program, Theuerkauf also serves as a site for a state Preschool Program. Our school community consists of a diverse student population with 44.9% Hispanic or Latino students, 23.3% white, 13.6% Asian, 10.96% two or more races, 4.65% Filipino, 1.7% African American, and 1% Pacific Islander. 25% of our students speak another primary language and are classified as English Language Learners. Our teachers place a heavy emphasis on inquiry and project based learning with integrated technology. All students have chromebooks to use in their classrooms.

#### 2021-2022 School Goals:

##### GOAL 1: ACADEMIC ACHIEVEMENT IN ELA:

1.a - By June 2022, there will be a 3.5-percent point increase from 65% to 68.5% in the number of students meeting or exceeding standards in English Language Arts as measured by the CAASPP (3rd-5th grades)

By June 2022, there will be a:

- 7-percentage point increase (from 30% to 37%) in Students with Disabilities (SWD)
- 4-percentage point increase (from 56% to 60%) in Socio-economically disadvantaged students (SED)
- 2-percentage point increase (from 78% to 80%) in English only (EO) students
- 4-percentage point increase (from 58% to 62%) in Hispanic/Latino students
- 2-percentage point increase (from 88% to 90%) in students with two or more races
- 4-percentage point increase (from 62% to 66%) in White students

...meeting or exceeding standards in ELA as measured by the CAASPP (3rd - 5th grades).

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1.b - By June 2022, there will be a 3-percentage point decrease (from 32% to 29%) in the number of students not meeting their yearly growth targets in reading as measured by the iReady diagnostic assessments. (K-5)

By June 2022, there will be a:

- 5.5-percentage point decrease (from 55% to 49.5%) of Students with disabilities (SWD)
- 5-percentage point decrease (from 51% to 46%) of Socio-economically disadvantaged students (SED)
- 3-percentage point decrease (from 28% to 25%) of English only (EO) students
- 4-percentage point decrease (from 56% to 52%) of Hispanic/Latino students
- 2-percentage point decrease (from 22% to 20%) of Asian students
- 2-percentage point decrease (from 21% to 19%) of White students

...not meeting their yearly growth targets in reading as measured by the iReady diagnostic assessments. (K-5 grades)

By June 2022, Theuerkauf will meet or exceed the district's annual growth average of:

- 56% of all students (Theuerkauf's goal: 61.4%)
- 44% for Students with disabilities (SD) (Theuerkauf's goal: 50%)
- 44% for Socio-economically disadvantaged students (SED) (Theuerkauf's goal: 51%)
- 60% for English only (EO) students (Theuerkauf's goal: 65%)
- 45% for Hispanic/Latino students (Theuerkauf's goal: 51%)
- 65% for Asian students (Theuerkauf's goal: 70%)
- 62% for White students (Theuerkauf's goal: 66%)

...in reading as measured by the iReady diagnostic assessments. (K-5 grades)

#### Key Strategies -

ELA - Focus on guided reading, differentiated small group focused instruction, objective-based focused instruction, digging deeper into academic Depth of Knowledge (DOK) levels, student and teacher goal-setting around priority standards of focus, focus skill student groupings, targeted Response to Instruction (RTi) to address needs of At-, Above- Below- student groups, before and after school academic support, focused professional development for teachers

#### GOAL 2: ACADEMIC ACHIEVEMENT IN MATH:

2.a - By June 2022, there will be a 4-percent point increase from 56% to 60% in the number of students meeting or exceeding standards in math as measured by the CAASPP (3rd-5th grades)

By June 2022, there will be a:

- 7-percentage point increase (from 31% to 38%) in Students with Disabilities (SWD)
- 5-percentage point increase (from 47% to 52%) in Socio-economically disadvantaged students (SED)
- 3-percentage point increase (from 68% to 71%) in English only (EO) students
- 4-percentage point increase (from 58% to 62%) in Hispanic/Latino students
- 3-percentage point increase (from 67% to 70%) in students with two or more races
- 3-percentage point increase (from 69% to 72%) in White students

...meeting or exceeding standards in math as measured by the CAASPP (3rd - 5th grades).

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2.b - By June 2022, there will be a 3-percentage point decrease (from 32% to 29%) in the number of students not meeting their yearly growth targets in math as measured by the iReady diagnostic assessments. (K-5)

By June 2022, there will be a:

- 5.5-percentage point decrease (from 55% to 49.5%) of Students with disabilities (SWD)
- 5-percentage point decrease (from 51% to 46%) of Socio-economically disadvantaged students (SED)
- 3-percentage point decrease (from 28% to 25%) of English only (EO) students
- 4-percentage point decrease (from 56% to 52%) of Hispanic/Latino students
- 2-percentage point decrease (from 22% to 20%) of Asian students
- 2-percentage point decrease (from 21% to 19%) of White students

...not meeting their yearly growth targets in reading as measured by the iReady math diagnostic assessments. (K-5 grades)

By June 2022, Theuerkauf will meet or exceed the district's annual growth average of:

- 47% for students overall (Theuerkauf's goal: 51%)
- 36% for Students with disabilities (SWD) (Theuerkauf's goal: 43%)
- 36% for Socio-economically disadvantaged students (SED) (Theuerkauf's goal: 44%)
- 50% for English only (EO) students (Theuerkauf's goal: 57%)
- 36% for Hispanic/Latino students (Theuerkauf's goal: 43%)
- 59% for Asian students (Theuerkauf's goal: 65%)
- 49% for White students (Theuerkauf's goal: 55%)

...in reading as measured by the iReady math diagnostic assessments. (K-5 grades)

Math - Focus on developing fluency - math facts and number sense, multiple ways of solving problems, integrating technology support tools, objective-focused instruction, targeted Response to Instruction (RTI), differentiated small-group instruction, deeper into Depth of Knowledge (DOK) levels, student and teacher goal-setting around priority standards of focus, and before/ after school academic support

In addition, we are providing Science, Technology, Engineering, and Math (STEAM) instruction through our STEAM Lab aligned with the Next Generation Science Standards (NGSS) that focuses on integrating content areas for cross-curricular study through our STEAM Lab for all students. Teachers will work on developing students' math and ELA skills through an integrated curriculum approach in their classrooms with STEAM. A full-time STEAM teacher provides scientific and engineering inquiry based labs for all students in grades TK-5.

### GOAL 3: ACADEMIC ACHIEVEMENT - ENGLISH LEARNERS

LTEL/ At-Risk: By June 2022, 80% of students who are currently At-Risk of becoming LTELs and who scored an overall level 3 or 4 on the 2021 ELPAC will reclassify as Fluent English Proficient.

RFEP: By June 2022, there will be a 3-percentage point increase (from 75% to 78%) 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.

ELPAC: By June 2022, at least 10 of 12 (80%) of all English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC

Key Strategies: Leveled small group focused instruction, objective based focused instruction, digging deeper into academic Depth of Knowledge (DOK) levels along with Sheltered Instruction Observation Protocol (SIOP) Academic language focus as well as focused on student interactions, focus skill student groupings, increased targeted designated and integrated ELD, before and after school academic support, purpose-driven and needs-based professional development for teachers, integrating Science with ELD/cross-curricular content areas to provide students with opportunities for applying their language learning in academic contexts and to increase student engagement

### GOAL 4: SOCIAL AND EMOTIONAL HEALTH & WELLNESS

4.a - Parent Goal: By June 2022, there will be a 14-percentage point increase from 69% to 83% 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

4.b - Student Goal: By June 2022, there will be a 14-percentage point increase from 71% to 85% 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.

Key Strategies: Focus on individual family support, school wide conflict resolution training for students, staff, and parents through social-emotional and mental health support programs such as CHAC, Uplift Services, school psychologist on campus, and our core-values focused social and emotional learning program for schoolwide positive behavior reinforcement

## GOAL 5: INCLUSIVE AND WELCOMING CULTURE

5.a - Attendance Goal - By June 2022, the average student attendance rate for the school will improve from 95% to 97% or above.

5.b - Chronic Absenteeism Goal: By June 2022, the average chronic absenteeism rate for subgroups will decrease by 3% from 8% to 5% based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard. Additionally, the following subgroups will see a 3% decline in chronic absenteeism accordingly:

5.c - Welcoming Environment Goal: By June 2022, there will be a 9% increase 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 (from 83% to 88% overall).

## 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

Theuerkauf Elementary School is committed to providing all students with high quality education. Teachers use Common Core State Standards (CCSS) to guide their instruction. In order to monitor students' progress, teachers administer core curriculum assessments, district benchmark assessments (i-Ready), and California Assessment of Student Performance and Progress (CAASPP) to inform their instruction. Teachers meet weekly with their grade level colleagues to plan, design, and structure their instruction to address student needs.

Theuerkauf Elementary School uses the state adapted assessments from Smarter Balanced Assessment Consortium (SBAC) at the end of each school year for 3rd-5th grades. The results from these assessments have been used as a baseline and have helped in developing our goals for the Single Plan for Student Achievement.

Teachers continue to use curriculum adopted by the Mountain View Whisman School District (Eureka Math, Benchmark Advance, TCI Social Studies and TCI Science). Teachers also administer district benchmark assessments (i-Ready) as well as other local formative 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

Data from curriculum-embedded assessments and benchmark assessments is regularly reviewed during weekly teacher collaboration meetings and grade level release days. Based on this data analysis, instruction is modified through strategies such as reteaching, small group instruction, technology-integrated learning, and RTI. Additionally, teachers meet with the Instructional Coach and the Principal each week to plan next steps to support student achievement. As a school, we are creating small group, differentiated instruction to address student needs centered around priority standards for each grade level. Students' academic needs are analyzed to form Rti groups; these groups serve as a secondary level of support. Teachers use the continuous cycle of Teach-Assess-Plan (Results Oriented Cycle of Inquiry) to support student achievement.

Staffing and Professional Development

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

Based on regulations associated with the Every Student Succeeds Act and California's state assignment accountability system, districts must identify the number of teachers who fall into the following categories: 1. Misassigned (teaching without the appropriate credential), 2. Out of Field (teaching with a limited permit), and 3. Ineffective (has taught less than 3 years). Theuerkauf Elementary school has no misassigned teachers, no out of field teachers, and two teachers in their first two years of teaching. All other teachers are considered "highly qualified."

Theuerkauf currently has three teachers who are participating in the new teacher induction through the MVWSD new teacher support program.

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

At the beginning of this year, Mountain View-Whisman School District teachers were provided professional development on implementing Sheltered Instruction Observation Protocol (SIOP), differentiated instruction, and social and emotional wellness. Ongoing professional learning is provided throughout the school year during staff meetings and additional professional development opportunities. Theuerkauf Elementary also has a full-time instructional coach to support with the instructional planning using our adopted curriculum, teachers' professional goals, site plan strategies, classroom management, differentiated instruction, and designated and integrated English Language Development. Teachers are frequently provided with opportunities to collaborate with their colleagues during staff meetings, common planning days, and collaboration meetings. The principal and the instructional coach regularly meet with teachers to help with refining instructional practices, providing assistance on utilizing district-adopted instructional materials, building a positive classroom climate centered around high expectations, and implementing effective English Language Development strategies.

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

Research has shown that effective teacher collaboration leads to a culture of trust, continuous growth and improved student achievement. At Theuerkauf Elementary, teachers have the opportunity to collaborate with colleagues during scheduled weekly collaboration meetings, staff meetings, grade level planning days, and site development days. The principal and the instructional coach regularly meet with teachers to help with refining instructional practices, providing assistance on utilizing district-adopted instructional materials, building a positive classroom climate centered around high expectations, and implementing effective English Language Development strategies. Our staff embraces life-long learning, so all professional development sessions are rooted in working to meet student needs as well as staff needs in order to enhance research-based strategies that help to advance and accelerate student achievement.

## Opportunity and Equal Educational Access

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

At Theuerkauf Elementary, every student has the chance to be successful. In all of our classrooms, teachers use researched-based instructional practices to ensure that students attain academic success. Teachers monitor students' progress to identify those who are struggling to attain grade-level standards. In order to assist these students, teachers use resources from our district-adopted curriculum and other research-based supplemental curriculum sources. Theuerkauf teachers use multiple response strategies to check for understanding during lessons to measure students' progress in achieving lesson objectives. Small guided reading groups and math groups are strategically designed to support student needs based on collected performance data. Teachers also use formative and summative assessments to determine if students are moving toward mastery of Common Core standards at their grade levels. The Response to Instruction (Rti) model is designed to support students at their skill level for intervention as well as extension.

## Parental Involvement

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

Theuerkauf Elementary offers multiple resources to support under-achieving students. In addition to in-school supports such as differentiated small group instruction, RTi, and designated ELD classes, we also provide many supplemental services for underachieving students. Before school intervention and support is provided for our English language learners through a language lab, after school tutoring programs are available to all students, and counseling supports for students are provided to both students and their families as needed. Theuerkauf also partners with community organizations and parent volunteers who host online enrichment opportunities for students. Many parents and guardians volunteer to read to groups of students and classes as well as help with classroom projects virtually. The teachers, Principal, School and Community Engagement Facilitator (SCEF), and At-Risk Intervention Supervisor (ARIS) regularly reach out to parents of students who are facing personal and academic obstacles in order to provide them with additional resources and supports. Many school personnel are bilingual and provide interpretation to enable our parents whose primary language is not English to participate in school activities and to communicate with school staff. The school includes interpreters for all parent meetings to ensure close connections between home and school.

### 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)

Theuerkauf Elementary believes that parents are an essential component of the school community and the success of our students. Parents regularly participate in committee meetings and events such as School Site Council (SSC), English Language Advisory Committee (ELAC), the Parent Teacher Association (PTA), Principal's Coffees, Back to School Night, Open House, Project Cornerstone events, Cool Cat assemblies, an annual Walk-a-Thon fundraiser, other community events, and parent/teacher conferences. Our staff communicates with parents on student progress and both on areas of need as well as areas of focus. Teachers offer strategies and resources to support student learning as well as parent support of this learning. Theuerkauf has a School Community Engagement Facilitator (SCEF) and At-Risk Intervention Supervisor (ARIS) who help connect families with community agencies and resources and provide information to parents of the many opportunities that they can be involved in regarding their child's education.



## Funding

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

Each year, our School Site Council (SSC) and English Language Advisory Committee (ELAC) along with staff members and the teacher leadership team work together to develop and oversee the Single Plan for Student Achievement. The School Site Council evaluates the progress of our plan and helps allocate funds to support our underperforming students who are not meeting grade level standards. Theuerkauf Elementary uses student support funds to provide reading intervention, to support English Language Development instruction, to purchase additional supplemental educational programs/curriculum materials, to enhance instructional practices, to purchase additional materials and supplies, to acquire additional technology equipment and programs as needed, and to help improve parent engagement.

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**

Theuerkauf Elementary School is proud of our diverse student body. Our school serves a population comprised of students from more than 28 different ethnicity groups and subgroups. The student body is also made up of 25% English Learners, 35% Socio-Economically Disadvantaged, and 11% Students with Disabilities. We believe that it is our moral responsibility to ensure that all students are provided with the tools, resources, and supports that will enable them to achieve academic excellence and social and emotional wellness. Regardless of their ethnicity, socio-economic status, or academic level, every student deserves a high quality education. Strategic support is provided to students who demonstrate academic scores that are below grade level, and enrichment opportunities are provided for all students to accelerate and broaden their learning opportunities.

A significant barrier to parent engagement is the home and work schedule of many of our families. Some families have younger children, while some others juggle the comfort level in participating in school decision making processes due to various factors. This may hinder their ability to participate in meetings or school or through our PTA. Another barrier to consider is nested under the goal of School Climate. We have a significant number of families and students who need counseling support. Students may experience stress due to home conditions, political unrest, or disturbed family dynamics. This impacts the students' ability to positively focus and be engaged in school.

Goals are designed around these areas of need to diminish these barriers and accentuate the strengths found in our diversity. Funding is allocated to support our teachers' professional development, to purchase supports and services to meet students' diverse needs, to target the development of English language acquisition support, and to promote student academic and social emotional learning overall.

## 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	47	49	43	46	49	43	46	49	43	97.9	100	100
Grade 4	61	49	51	60	49	50	60	49	50	98.4	100	98
Grade 5	57	59	43	55	58	43	55	58	43	96.5	98.3	100
All Grades	165	157	137	161	156	136	161	156	136	97.6	99.4	99.3

\* 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	2410.2	2457.4	2441.2	19.57	40.82	34.88	21.74	22.45	23.26	26.09	20.41	25.58	32.61	16.33	16.28
Grade 4	2446.0	2480.5	2486.0	15.00	24.49	34.00	30.00	34.69	32.00	18.33	18.37	8.00	36.67	22.45	26.00
Grade 5	2481.6	2496.6	2538.0	10.91	20.69	30.23	29.09	24.14	41.86	30.91	27.59	13.95	29.09	27.59	13.95
All Grades	N/A	N/A	N/A	14.91	28.21	33.09	27.33	26.92	32.35	24.84	22.44	15.44	32.92	22.44	19.12

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	23.91	34.69	30.23	32.61	42.86	41.86	43.48	22.45	27.91	
Grade 4	21.67	26.53	32.00	45.00	57.14	48.00	33.33	16.33	20.00	
Grade 5	16.36	20.69	39.53	52.73	53.45	51.16	30.91	25.86	9.3	
All Grades	20.50	26.92	33.82	44.10	51.28	47.06	35.40	21.79	19.12	

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	17.39	32.65	23.26	45.65	46.94	55.81	36.96	20.41	20.93
Grade 4	15.00	26.53	28.00	48.33	53.06	56.00	36.67	20.41	16.00
Grade 5	16.36	25.86	30.23	54.55	41.38	58.14	29.09	32.76	11.63
All Grades	16.15	28.21	27.21	49.69	46.79	56.62	34.16	25.00	16.18

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	15.22	26.53	30.23	76.09	59.18	55.81	8.70	14.29	13.95
Grade 4	15.00	26.53	30.00	55.00	61.22	52.00	30.00	12.24	18.00
Grade 5	12.73	18.97	20.93	58.18	53.45	65.12	29.09	27.59	13.95
All Grades	14.29	23.72	27.21	62.11	57.69	57.35	23.60	18.59	15.44

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	19.57	51.02	30.23	50.00	34.69	48.84	30.43	14.29	20.93
Grade 4	21.67	24.49	30.00	53.33	63.27	48.00	25.00	12.24	22.00
Grade 5	14.55	29.31	32.56	58.18	46.55	51.16	27.27	24.14	16.28
All Grades	18.63	34.62	30.88	54.04	48.08	49.26	27.33	17.31	19.85

**Conclusions based on this data:**

1. School 13% increase in student % met or exceeded in ELA  
Grade 3 has demonstrated a 22% increase in % met or exceed ( 41% - 63%), Grade 4 has demonstrated a 14% increase ( 45% to 59%), and Grade 5 has shown a 5% increase (from 40% - 45%)  
Growth trend school wide for a 3 year period shows a 10% increase in student% met or exceeded standards  
Deeper analysis of content area descriptors shows that we should have a continued focus on non-fictional text and literary elements along with writing

## 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	47	49	43	47	49	42	47	49	42	100	100	97.7
Grade 4	61	49	51	61	49	50	61	49	50	100	100	98
Grade 5	57	59	43	56	58	43	56	58	43	98.2	98.3	100
All Grades	165	157	137	164	156	135	164	156	135	99.4	99.4	98.5

\* 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	2437.0	2454.8	2464.8	21.28	26.53	35.71	25.53	38.78	28.57	34.04	20.41	23.81	19.15	14.29	11.90
Grade 4	2436.7	2490.3	2478.8	8.20	18.37	24.00	16.39	36.73	24.00	39.34	30.61	34.00	36.07	14.29	18.00
Grade 5	2471.7	2470.2	2534.3	12.50	17.24	34.88	10.71	8.62	20.93	33.93	25.86	30.23	42.86	48.28	13.95
All Grades	N/A	N/A	N/A	13.41	20.51	31.11	17.07	26.92	24.44	35.98	25.64	29.63	33.54	26.92	14.81

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	31.91	42.86	54.76	44.68	34.69	26.19	23.40	22.45	19.05		
Grade 4	19.67	32.65	34.00	26.23	44.90	32.00	54.10	22.45	34.00		
Grade 5	17.86	20.69	46.51	32.14	13.79	30.23	50.00	65.52	23.26		
All Grades	22.56	31.41	44.44	33.54	30.13	29.63	43.90	38.46	25.93		

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	23.40	32.65	40.48	46.81	48.98	35.71	29.79	18.37	23.81
Grade 4	13.11	26.53	32.00	47.54	57.14	46.00	39.34	16.33	22.00
Grade 5	14.29	18.97	27.91	50.00	34.48	44.19	35.71	46.55	27.91
All Grades	16.46	25.64	33.33	48.17	46.15	42.22	35.37	28.21	24.44

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	29.79	40.82	50.00	53.19	51.02	35.71	17.02	8.16	14.29
Grade 4	16.39	24.49	32.00	36.07	53.06	38.00	47.54	22.45	30.00
Grade 5	5.36	15.52	20.93	57.14	39.66	58.14	37.50	44.83	20.93
All Grades	16.46	26.28	34.07	48.17	47.44	43.70	35.37	26.28	22.22

**Conclusions based on this data:**

- Overall, there was a 17% increase in student % met or exceeded grade level standards.  
Grade 3 demonstrated an 18% increase from previous year (47% - 65%), Grade 4 data reflects a 30% increase (25% - 55%), and Grade 5 made a 3% gain (23% - 26%)  
3-year trend analysis:
  - 11% increase school wide.
  - Grade 3 and Grade 4 increased by about 20% or more
  - Grade 5 decreased by 10%
Problem solving, using tools to solve real world problems, and communicating reasoning continue to be an area of focus

## 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
Grade K	1440	1457	1399	1
Grade 1	1423.78	1432.91	1409.17	23
Grade 2	1413.25	1454.25	1372.13	8
Grade 3	1484.27	1505.25	1517.75	11
Grade 4	1482	1481.75	1481.5	4
Grade 5	1505.55	1461.5	1506.64	11
All Grades	1454.4	1461.5	1442.83	58

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	13.95	23.26	46.51	16.28	43
1	0.00	14.29	71.43	14.29	7
2	27.27	36.36	18.18	18.18	11
3	16.67	16.67	66.67	0.00	6
4	20.00	50.00	10.00	20.00	10
5	0.00	83.33	0.00	16.67	6
All Grades	14.46	31.33	38.55	15.66	83

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	11.63	37.21	27.91	23.26	43
1	0.00	71.43	28.57	0.00	7
2	36.36	36.36	9.09	18.18	11
3	33.33	33.33	33.33	0.00	6
4	40.00	40.00	0.00	20.00	10
5	33.33	50.00	0.00	16.67	6
All Grades	20.48	40.96	20.48	18.07	83

<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>	6.98	11.63	48.84	32.56	43
<b>1</b>	0.00	14.29	14.29	71.43	7
<b>2</b>	27.27	27.27	9.09	36.36	11
<b>3</b>	0.00	33.33	33.33	33.33	6
<b>4</b>	10.00	30.00	40.00	20.00	10
<b>5</b>	16.67	0.00	66.67	16.67	6
<b>All Grades</b>	9.64	16.87	39.76	33.73	83

<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>	16.28	74.42	9.30	43
<b>1</b>	0.00	100.00	0.00	7
<b>2</b>	18.18	45.45	36.36	11
<b>3</b>	16.67	50.00	33.33	6
<b>4</b>	20.00	40.00	40.00	10
<b>5</b>	16.67	66.67	16.67	6
<b>All Grades</b>	15.66	66.27	18.07	83

<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>	30.23	51.16	18.60	43
<b>1</b>	0.00	100.00	0.00	7
<b>2</b>	9.09	45.45	45.45	11
<b>3</b>	16.67	66.67	16.67	6
<b>4</b>	10.00	30.00	60.00	10
<b>5</b>	16.67	0.00	83.33	6
<b>All Grades</b>	20.48	49.40	30.12	83

Reading 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	18.60	79.07	2.33	43
1	85.71	14.29	0.00	7
2	36.36	36.36	27.27	11
3	66.67	33.33	0.00	6
4	40.00	60.00	0.00	10
5	16.67	66.67	16.67	6
All Grades	32.53	61.45	6.02	83

Writing 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	0.00	100.00	0.00	1
1	21.74	56.52	21.74	23
2	62.50	37.50	0.00	8
3	27.27	54.55	18.18	11
4	0.00	100.00	0.00	4
5	9.00	72.73	18.18	11
All Grades	24.14	60.34	15.52	58

**Conclusions based on this data:**

1. The majority (69.88%) of students are performing at a level 2 or 3 overall for oral and written language skills.
2. The area of Speaking shows the largest deficit with 30.12% of students performing in the beginning range.
3. The areas of Reading shows the greatest mastery with 93.98% of students performing either at the well-developed or moderate range.



## 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>

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

<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>	<b>56%</b>	<b>44%</b>
<b>Students with Disability (SWD)</b>	<b>Met</b>	<b>Not Met</b>
SWD	44%	56%
<b>Socio-Economically Disadvantaged (SED)</b>	<b>Met</b>	<b>Not Met</b>
SED	44%	56%
<b>EL Status Subgroup Data</b>	<b>Met</b>	<b>Not Met</b>
EL	38%	62%
EO	60%	40%
IFEP	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%

**Theuerkauf 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>	58%	33%	9%	
<b>Ethnicity Subgroups</b>				
Asian	69%	28%	3%	100%
Hispanic/Latino	41%	44%	14%	100%
White	75%	20%	5%	100%
Grand Total	58%	33%	9%	100%
<b>Students with Disability (SWD)</b>				
SWD	41%	34%	24%	100%
Not SWD	60%	31%	9%	100%
Grand Total	57%	32%	11%	100%
<b>Socio-Economically Disadvantaged (SED)</b>				
SED	37%	45%	18%	100%
Not SED	68%	25%	7%	100%
Grand Total	57%	32%	11%	100%
<b>EL Status Subgroup Data</b>				
EL	35%	45%	20%	100%
EO	59%	30%	11%	100%
IFEP	77%	23%	0%	100%
RFEP	75%	21%	4%	100%
Grand Total	57%	32%	11%	100%

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

<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>	68%	24%	8%	
<b>Ethnicity Subgroups</b>				
<b>Asian</b>	78%	19%	3%	100%
<b>Hispanic/Latino</b>	56%	32%	12%	100%
<b>White</b>	79%	17%	4%	100%
<b>Grand Total</b>	68%	24%	8%	100%
<b>Students with Disability (SWD)</b>				
<b>SWD</b>	45%	41%	14%	100%
<b>Not SWD</b>	70%	23%	7%	100%
<b>Grand Total</b>	67%	25%	8%	100%
<b>Socio-Economically Disadvantaged (SED)</b>				
<b>SED</b>	51%	36%	13%	100%
<b>Not SED</b>	76%	19%	5%	100%
<b>Grand Total</b>	67%	25%	8%	100%
<b>EL Status Subgroup Data</b>				
<b>EL</b>	39%	41%	20%	100%
<b>EO</b>	72%	22%	6%	100%
<b>IFEP</b>	83%	17%	0%	100%
<b>RFEP</b>	83%	17%	0%	100%
<b>Grand Total</b>	67%	25%	8%	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	27%		73%	
1	26%		74%	
2	45%		55%	
3	38%		62%	
4	27%		73%	
5	54%		46%	
6				
7				
8				

<b>Reading - Diagnostic 3 (May 2021)</b>		
<b>Grand Total</b>	35%	65%
<b>Students with Disability (SWD)</b>	<b>Met</b>	<b>Not Met</b>
SWD	29%	71%
<b>Socio-Economically Disadvantaged (SED)</b>	<b>Met</b>	<b>Not Met</b>
SED	24%	76%
<b>EL Status Subgroup Data</b>	<b>Met</b>	<b>Not Met</b>
EL	31%	69%
EO	30%	70%
IFEP	52%	48%
RFEP	54%	46%
<b>Grand Total</b>	35%	65%
<b>Ethnicity Subgroup Annual Typical Growth Data</b>	<b>Met</b>	<b>Not Met</b>
Asian	36%	64%
Hispanic/Latino	30%	70%
White	40%	60%
<b>Grand Total</b>	34%	66%

<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	18%	82%
1	44%	56%
2	44%	56%
3	69%	31%
4	59%	41%
5	60%	40%
6		
7		
8		
<b>Grand Total</b>	46%	54%
<b>Students with Disability (SWD)</b>	<b>Met</b>	<b>Not Met</b>
SWD	33%	67%
<b>Socio-Economically Disadvantaged (SED)</b>	<b>Met</b>	<b>Not Met</b>

<b>SED</b>	38%	62%
<b>EL Status Subgroup Data</b>	<b>Met</b>	<b>Not Met</b>
<b>EL</b>	27%	73%
<b>EO</b>	51%	49%
<b>IFEP</b>	45%	55%
<b>RFEP</b>	58%	42%
<b>Grand Total</b>	46%	54%
<b>Ethnicity Subgroup Annual Typical Growth Data</b>	<b>Met</b>	<b>Not Met</b>
<b>Asian</b>	49%	51%
<b>Hispanic/Latino</b>	36%	64%
<b>White</b>	36%	44%
<b>Grand Total</b>	46%	54%

**Conclusions based on this data:**

1. Students in math and in ELA achieved significant gains in the midst of a pandemic year, but they still fell short of their expected yearly growth rates.
2. Our students who are socio-economically disadvantaged and those with disabilities reflected a lower overall tier 1 performance, but their tier 3 numbers are on-par with other demographic groups.
3. Students' growth in math is higher overall than in ELA due to entrance levels, but ELA overall scores reflect a higher overall performance level.

## 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

1.a - By June 2022, there will be a 3.5-percent point increase from 65% to 68.5% in the number of students meeting or exceeding standards in English Language Arts as measured by the CAASPP (3rd-5th grades)

By June 2022, there will be a:

- 7-percentage point increase (from 30% to 37%) in Students with Disabilities (SWD)
- 4-percentage point increase (from 56% to 60%) in Socio-economically disadvantaged students (SED)
- 2-percentage point increase (from 78% to 80%) in English only (EO) students
- 4-percentage point increase (from 58% to 62%) in Hispanic/Latino students
- 2-percentage point increase (from 88% to 90%) in students with two or more races
- 4-percentage point increase (from 62% to 66%) in White students

...meeting or exceeding standards in ELA as measured by the CAASPP (3rd - 5th grades).

- -----

1.b - By June 2022, there will be a 3-percentage point decrease (from 32% to 29%) in the number of students not meeting their yearly growth targets in reading as measured by the iReady diagnostic assessments. (K-5)

By June 2022, there will be a:

- 5.5-percentage point decrease (from 55% to 49.5%) of Students with disabilities (SWD)
- 5-percentage point decrease (from 51% to 46%) of Socio-economically disadvantaged students (SED)
- 3-percentage point decrease (from 28% to 25%) of English only (EO) students
- 4-percentage point decrease (from 56% to 52%) of Hispanic/Latino students
- 2-percentage point decrease (from 22% to 20%) of Asian students
- 2-percentage point decrease (from 21% to 19%) of White students

...not meeting their yearly growth targets in reading as measured by the iReady diagnostic assessments. (K-5 grades)

By June 2022, Theuerkauf will meet or exceed the district's annual growth average of:

- 56% of all students (Theuerkauf's goal: 61.4%)
- 44% for Students with disabilities (SD) (Theuerkauf's goal: 50%)
- 44% for Socio-economically disadvantaged students (SED) (Theuerkauf's goal: 51%)
- 60% for English only (EO) students (Theuerkauf's goal: 65%)
- 45% for Hispanic/Latino students (Theuerkauf's goal: 51%)
- 65% for Asian students (Theuerkauf's goal: 70%)
- 62% for White students (Theuerkauf's goal: 66%)

**Data Used to Form this Goal:**

CAASPP, District iReady Assessments, ELPAC

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

## CAASPP ELA FINDINGS:

- Previous CAASPP ELA Goal - Increase the percentage of students meeting or exceeding standards from 55% to 60%
- Met? Yes - Increased 10% :
- School 10% increase in student % met or exceeded in ELA
- Grade 3 showed a decline of 5% in % met or exceed ( 63% - 58%), Grade 4 has demonstrated a 7% increase ( 59% to 66%), and Grade 5 has shown a 27% increase (from 45% - 72%)
- Growth trend school wide for a 3 year period shows a 24% increase in student% met or exceeded standards
- Deeper analysis of content area descriptors shows that we should have a continued focus on non-fiction text and literary elements along with writing
- Hispanic/ Latino student subgroup showed an increase of 11% in students meeting or exceeding standards
- EL students increased 10% in students meeting or exceeding standards while the RFEP student numbers went down by 1%
- SED subgroup showed an increase of 8% in students meeting or exceeding standards
- SWD subgroup data reflected a growth of 11% in proficiency on grade level standards
- -----

## IREADY FINDINGS:

- Overall, students who fall into the ethnicity subgroup of having two or more races outperform all other subgroups (88% Tier 1 mastery in iReady, 10 percentage points higher than any other subgroup).
- Students who are classified as English Only (EO) demonstrate mastery at nearly the same rate as other subgroups (+/- 5% points)
- Low SED students show mastery (Tier 1) in iReady at a higher rate at Theuerkauf compared to non-SED students in ELA (16 points lower on average; district average is 25 points lower).
- Upon deeper analysis of standards-based results in ELA, it is clear that RI.9 (Integrating two informational texts) is the standard with which all grade levels of students demonstrated the lowest mastery (53.4% of students did not master this standard, on average)
- The standard the largest majority of students mastered is RF.3 (word analysis). On average, 80% of students showed mastery in this area.

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

CAASPP, District Benchmarks (i-Ready assessments), AR - Star Assessments, DRAs, F&amp;P, Student Progress Monitoring, Embedded Curriculum Assessments, Grade Level Common Formative Assessments, Classroom Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide take-home study aides and materials that students can use with their parents (i.e. flashcards, books,	Throughout the year	Principal, Teachers, Instructional Coach	Take-home materials and study aides	4000-4999: Books And Supplies	TSSP	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
manipulative, etc.) to further increase academic skills. These aides and materials will be used to support low SED students as well as all students who are presently testing below grade level in iReady for reading and/or math.			Take-home materials and study aides	4000-4999: Books And Supplies	School Allocation	1500
Resources and materials for Response to Instruction. These resources and materials are intended for students at tier 2 and 3 levels to encourage more than a full year's growth as measured by iReady reading and math assessments.	August 2021-June 2022	Principal, Teachers, Instructional Coach	Teacher and Student resources for reading intervention (RTI, small group guided groups, focus students)	4000-4999: Books And Supplies	School Allocation	500
Purchase of online learning programs to support instruction for students in tier 1, 2, and 3 according to iReady reading levels: Accelerated Reader, Moby Max, Writable, Lexia, and other supplemental materials and programs	August 2021-June 2022	Principal, Instructional Coach	<p>Writable</p> <p>Lexia Core 5</p> <p>MobyMax</p> <p>Accelerated Reader</p> <p>Additional programs to support phonemic awareness</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Program 201</p> <p>Program 201</p> <p>Program 201</p> <p>Program 201</p> <p>Program 201</p>	<p>900</p> <p>5,000</p> <p>1400</p> <p>7000</p> <p>2000</p>
Refine Response to Instruction for literacy. Students are placed and regrouped throughout the year at the end of each trimester based on common formative assessment data and iReady assessment data.	August 2021-June 2022	Principal, Teacher, Instructional Coach meetings	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional Student Progress Review Meetings to take place after school and on weekends as needed for mid-trimester monitoring based on teacher assessments and formative data collected in the classroom	Multiple times throughout the year	Principal, Instructional Coach, Classroom teachers	Funding to pay staff for extra duty	1000-1999: Certificated Personnel Salaries	School Allocation	500
Additional weekend planning days for data analysis, planning for essential standards and common formative assessments for ELA and Math (Number of days dependent on 100% budget availability)	Multiple times throughout the year	Principal, Teacher, Instructional Coach, Intervention teachers	Funding to pay staff for extra duty	1000-1999: Certificated Personnel Salaries	School Allocation	1125
Offer before/after school enrichment programs from 3-4pm, once per week for each club (STEAM club, chess club, language enrichment, etc.) *Pending approval of on-campus volunteers.*	Throughout the year	Principal, Teachers	After school enrichment	5000-5999: Services And Other Operating Expenditures	After School Enrichment - Elementary Schools	500
			After school enrichment	4000-4999: Books And Supplies	After School Enrichment - Elementary Schools	250
Teacher Feedback from Principal and Teacher Instructional Rounds	Throughout the school year	Principal, Teachers, Instructional Coach	No expenditures			
Square Panda supplemental manipulatives and flashcards (program start - pending IT set-up using Chromebooks)	Throughout the school year	Principal, TK/K teachers	Materials for phonics development	4000-4999: Books And Supplies	School Allocation	250
Sheltered Instruction Observation Protocol (SIOP) - higher Depth of knowledge questioning to increase rigor in classroom , academic language implementation focused in ELA and Math instruction. Focus on higher DOK in all content areas and academic interactions - Student to student & teacher-student	Throughout the school year	Principal, Teachers, Instructional coach	No expenditures. Part of regular staff responsibilities.			
Conduct progress monitoring and student support planning using district benchmark data at the end of each trimester, common formative	August 2021-June 2022	Principal, Teachers, Instructional coach	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assessment results, and feedback from walkthroughs - Data Review Meetings to occur during weekly staff development and PD meetings						
Provide professional development for site and staff members based on school initiatives and goals to support teachers with differentiation, SEL instructional practices, and further English learner strategies and support.	Throughout the school year	Principal, Teachers, District	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Program 201	1000
Ensure students have access to effective school materials and supplies for differentiated classroom instruction	Throughout the school year	Principal	Materials and resources	4000-4999: Books And Supplies	School Allocation	3000
			Materials and Resources	4000-4999: Books And Supplies	Program 201	3000
After school or during school tutoring by external Reading/ Math tutors as part of the district-wide learning recovery plan (Paper, FEV, MTC, Hey Tutor, etc.)	Throughout the school year	Principal SCEF	No expenditures - districtwide initiative			
STEAM Lab upkeep and supplies	Throughout the school year	Principal STEAM teacher	Materials and Resources	4000-4999: Books And Supplies	Science Equipment Elementary	1,500
Implement new or revised action steps based on the review of data at the beginning of each new trimester by teachers, our site Instructional Coach, the Principal and the School Site Council	Throughout the School year	Principal, SSC, Instructional Coach, 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**



2.a - By June 2022, there will be a 4-percent point increase from 56% to 60% in the number of students meeting or exceeding standards in math as measured by the CAASPP (3rd-5th grades)

By June 2022, there will be a:

- 7-percentage point increase (from 31% to 38%) in Students with Disabilities (SWD)
- 5-percentage point increase (from 47% to 52%) in Socio-economically disadvantaged students (SED)
- 3-percentage point increase (from 68% to 71%) in English only (EO) students
- 4-percentage point increase (from 58% to 62%) in Hispanic/Latino students
- 3-percentage point increase (from 67% to 70%) in students with two or more races
- 3-percentage point increase (from 69% to 72%) in White students

...meeting or exceeding standards in math as measured by the CAASPP (3rd - 5th grades).

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2.b - By June 2022, there will be a 3-percentage point decrease (from 32% to 29%) in the number of students not meeting their yearly growth targets in math as measured by the iReady diagnostic assessments. (K-5)

By June 2022, there will be a:

- 5.5-percentage point decrease (from 55% to 49.5%) of Students with disabilities (SWD)
- 5-percentage point decrease (from 51% to 46%) of Socio-economically disadvantaged students (SED)
- 3-percentage point decrease (from 28% to 25%) of English only (EO) students
- 4-percentage point decrease (from 56% to 52%) of Hispanic/Latino students
- 2-percentage point decrease (from 22% to 20%) of Asian students
- 2-percentage point decrease (from 21% to 19%) of White students

...not meeting their yearly growth targets in reading as measured by the iReady math diagnostic assessments. (K-5 grades)

By June 2022, Theuerkauf will meet or exceed the district's annual growth average of:

- 47% for students overall (Theuerkauf's goal: 51%)
- 36% for Students with disabilities (SWD) (Theuerkauf's goal: 43%)
- 36% for Socio-economically disadvantaged students (SED) (Theuerkauf's goal: 44%)
- 50% for English only (EO) students (Theuerkauf's goal: 57%)
- 36% for Hispanic/Latino students (Theuerkauf's goal: 43%)
- 59% for Asian students (Theuerkauf's goal: 65%)
- 49% for White students (Theuerkauf's goal: 55%)

**Data Used to Form this Goal:**

CAASPP, District iReady Benchmarks, ELPAC Scores

**Findings from the Analysis of this Data:****MATH CAASPP FINDINGS:**

- Previous CAASPP math goal - Increase the percentage of students meeting or exceeding standards from 47% to 52%
- Met? Yes - Increased 9%
- Overall, there was a 9% increase in student% met or exceeded grade level standards.
- Grade 3 demonstrated a 1% decline from previous year (65% - 64%), Grade 4 data reflects a 7% decline (55% - 48%), and Grade 5 made an significant increase of 30% gain (26% - 56%)
- 3-year trend analysis: 26% increase in proficiency school wide. Grades 3 & 4 declined slightly. Grade 5 increased student proficiency by 30%.
- Problem solving, using tools to solve real world problems, and communicating reasoning continue to be an area of focus
- Hispanic/Latino student subgroup proficiency increased by 5%
- EL student scores declined by 3% in students meeting or exceeding standards while the RFEP student numbers improved by 1%
- SED subgroup showed an increase of 8% in students meeting or exceeding standards
- SWD subgroup data reflected a growth of 16% in proficiency on grade level standards
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**MATH IREADY FINDINGS:**

- Overall, Theuerkauf showed room for growth across the board and in each sub group in iReady math.
- The subgroups with the highest opportunity for growth in math are our Hispanic/Latino students (56%) and our students with disabilities (55%).
- The subgroups of students that demonstrated the highest percentages of annual typical growth were Asian (65%), White (55%), and English Only (57%).
- Socio-economically disadvantaged students outperformed students with disabilities and socio-economically disadvantaged students.
- Overall, the achievement gap between SED students and non-SED students is narrow in comparison with other sites across the district.
- Students showed the highest degree of mastery in math standard OA1 (Add and Subtract with objects, within 20, within 100) in lower grades with NBT3 (Decimals) in upper grades.

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

CAASPP, District Benchmarks (i-Ready assessments), Student Progress Monitoring, Embedded Curriculum Assessments, Grade Level Common Formative Assessments, Classroom Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide take-home study aides and materials that students can use with their parents (i.e. flashcards, games, and manipulatives) to further	Throughout the school year	Principal, Instructional Coach, Students, Parents, Teachers, Staff	Take-home materials and study aides	4000-4999: Books And Supplies	School Allocation	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
increase academic skills. Specific materials and aides vary by grade level.						
STEAM Lab upkeep and supplies (integrated learning and cross-curricular projects)	Throughout the school year	Principal, STEAM Teacher	Cross- curricular project materials	4000-4999: Books And Supplies	Science Equipment Elementary	1500
After school or during school tutoring by external tutors as part of our district's learning recovery plan (Hey Tutor, MTC, FEV, Paper, etc.)	Throughout the school year	Principal, District Office, Various Tutoring Service Providers	District-funded			
Offer before/after school enrichment programs (STEAM club, chess club, language enrichment, etc.) pending the allowance of volunteer contractors on campus.	Throughout the school year	Principal, teachers, Instructional Coach	Funding to pay staff for extra duty	1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary Schools	2000
Teacher Feedback - From Principal and Teacher Instructional Rounds. Each trimester, teachers are able to conduct cycles of observation of their same or near-grade level classes with a focus or problem of practice in mind that is congruent with our site goals and focus areas (differentiation, EL support, and SEL).	Throughout the school year	Principal, Teachers, Instructional Coach	No expenditures			
Conduct progress monitoring and student support planning using district benchmark data, common formative assessment results, and feedback from walkthroughs - Data Review Meetings will be held at the end of each trimester in grade level teams with feedback from the Principal and Instructional Coach.	Throughout the school year	Principal, Teachers, Instructional Coach	No expenditures			
Extended professional development for site and staff members based on school initiatives and goals of differentiation, EL support, and SEL learning. Leadership team members will be encouraged to attend various	Throughout the school year	Principal, Teachers, District Staff	Extended professional development for teachers	5000-5999: Services And Other Operating Expenditures	Program 201	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PD sessions offered by the SCOE and other providers as needed.						
Additional planning time after school and on weekends for data analysis, plan for essential standards and common formative assessments (Number of days dependent on 100% budget availability)	Multiple times throughout the year	Principal, Teacher, Instructional Coach, Intervention teachers	Funding to pay staff for extra duty	4000-4999: Books And Supplies	School Allocation	1125
Purchase of online learning programs such as Moby Max and other supplemental materials and programs (costs for MobyMax split with ELA in goal 1).	August 2021-June 2022	Principal, Instructional Coach	MobyMax	5000-5999: Services And Other Operating Expenditures	TSSP	1400
			Other materials to help tier 3 students develop and learn math skills and facts.	5000-5999: Services And Other Operating Expenditures	School Allocation	2000
Ensure students have access to effective school materials and supplies for differentiated classroom instruction	Throughout the school year	Principal	Materials and supports for differentiation	4000-4999: Books And Supplies	Program 201	3000
Resources, manipulatives, and other materials for Response to Instruction	August 2021-June 2022	Principal, teachers, Instructional Coach	RTi Materials	5000-5999: Services And Other Operating Expenditures	TSSP	500
			RTi Materials	4000-4999: Books And Supplies	Program 201	500
Implement new or revised action steps based on the review of data at the beginning of each new trimester by teachers, our site Instructional Coach, the Principal and the School Site Council.	Throughout the school year	Principal, SSC, Teachers	No expenditures			

## 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>
LTEL/ At-Risk: By June 2022, 80% of students who are currently At-Risk of becoming LTELs and who scored an overall level 3 or 4 on the 2021 ELPAC will reclassify as Fluent English Proficient.
RFEP: By June 2022, there will be a 3-percentage point increase (from 75% to 78%) 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.
ELPAC: By June 2022, at least 10 of 12 (80%) of all English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC
<b>Data Used to Form this Goal:</b>
CAASPP, District iReady Benchmarks, Reclassification Rates, Long Term English Learner Percentage Rates, ELPAC Scores

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

2019-20 Goal -

There will be a reduction in the number of students who are at risk of becoming LTELs by at least one student as measured by the state criteria.

- 80% of the English Learners that scored a level 4 on the ELPAC will reclassify or maintain a Level 4 on the ELPAC (11 students)
- 3-percent point increase in the number of reclassified students from 72% to 75% meeting or exceeding standards in ELA as measured by CAASPP
- 26% of EL students met or exceeded standards on ELA CAASPP (16% to 26%)
- 18% of EL students met or exceeded standards on Mathematics CAASPP (21% to 18%)
- 11% of EL students were RFEPed (15 students school wide)
- 5 students met the criteria of Long Term English Language Learners (LTELs)

Met? - In last CAASPP administration of 2018-19, we reduced meet/exceed standards by 1% (73% - 72%)

In 2020-21 -

8% of all English learners were reclassified during the 2020-2021 school year.

100% of eligible English learners were reclassified (5 of 58).

7 students students were at risk of becoming long-term English learners.

iReady data shows that RFEP students outperformed their peers in all other subgroups and exceeded the overall average score in reading (REFEP - 75% tier 1; overall - 68% tier 1)

Overall, English learners demonstrated the most room for improvement in ELA on iReady (35% EL Averager at Tier 1 in comparison with 68% Tier 1 overall)

28.7% of students are presently performing at a level 4 on the ELPAC

42.5% of students are performing at a level 3 on the ELPAC.

28.8% of students are performing at level 1 or 2 on the ELPAC.

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

CAASPP, District Benchmarks, EL Progress Monitoring, Curriculum Embedded Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD supplementary support materials and resources (manipulatives, games, vocabulary support items/pictures, etc.)	August 2021-June 2022	Principal, Instructional Coach	Materials and resources for ELD	4000-4999: Books And Supplies	TSSP	1000
Professional Development in Sheltered Instruction Observation Protocol (SIOP) and ELD strategies for all teachers. Continued Professional Learning throughout the year during staff meetings and site development days.	August 2021-June 2022	District, Principal, teachers, Instructional Coach	District funded--no expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct EL progress monitoring and planning meetings as a part of instructional rounds or classroom walkthroughs during each trimester, at the end of each trimester, and after the administration of district benchmarks and common formative assessments.	August 2021-June 2022	Principal, teachers, Instructional Coach ELD Support Staff	Extra duty pay for teachers	1000-1999: Certificated Personnel Salaries	TSSP	1000
Implementation of district and school-adopted SIOP features (focus on elements of features 4, 9, 15-17, and 21) along with deeper DOK Level work and continued academic language focus	August 2021-June 2022	Principal, teachers, Instructional Coach	No expenditures. Part of regular staff responsibilities.			
Building Background Knowledge for all students: Educational field trips (online speakers and guided experiences; in-person as this becomes available)	August 2021-June 2022	Principal, teachers	Program Fees and transportation (once restrictions are lifted)	5000-5999: Services And Other Operating Expenditures	Program 201	2000
EL newcomer/beginner supplemental resources (alternate next versions, translated supports, manipulatives, vocabulary supports, games, etc.)	August 2021-June 2022	Principal, SCEF, EL Coordinator, Teachers	Materials for ELs who are newcomers/beginners	5000-5999: Services And Other Operating Expenditures	Program 201	1000
Purchase English Language Program for beginners and At-Risk/LTEL students for intervention groups	August 2021-June 2022	Principal, Instructional Coach	Lexia and other online programs to support language acquisition	5000-5999: Services And Other Operating Expenditures	TSSP	3000
Ensure effective integration of designated and integrated ELD instruction with Benchmark Advanced curriculum, English 3D, Imagine Learning, RAZ Kids, and other district-provided instructional resources.	August 2021-June 2022	Principal, teachers, Instructional Coach	No expenditures. Part of regular staff responsibilities.			
Building Background Knowledge: Inventory and determine needs to increase reading resources in school library and in classrooms; include assemblies/seminars and	August 2021-June 2022	Principal, Librarian, teachers	Analyze needs and acquire materials	4000-4999: Books And Supplies	TSSP	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
presentations, bringing in relevant and dynamic guest speakers and presenters as needed (virtually until in-person speakers can be welcomed). These resources are targeted for English learners but will benefit all students.			Assemblies and enrichment seminars	5800: Professional/Consulting Services And Operating Expenditures	Program 201	1000
Provide staff with professional development opportunities on ELD strategies, Professional Development - ELD, RTI, Designated ELD strategies outside of district and within district, conducted by principal, Instructional Coach, Staff that lead to purposeful and structured Designated and Integrated ELD lesson structures	August 2021-June 2022	Principal Instructional Coach teachers	ELD conferences, Staff PD resources, district-led PD	5000-5999: Services And Other Operating Expenditures	Program 201	1000
Provide staffing for a before school language lab that provides practice and support for our English learners who are beginners	August 2021-June 2022	Principal, language lab support staff, SCEF, EL Coordinator	Fund staffing of this before school support	2000-2999: Classified Personnel Salaries None Specified	TSSP	4000
Provide staffing for an after school English learner discussion group and 'world cafe' language program for students who are at risk of becoming LTELs	August 2021-June 2022	Principal, language lab support staff, SCEF, EL Coordinator	Fund staffing of this after school program  Fund staffing of this after school program	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	TSSP TSSP	2000 1000
Implement new or revised action steps based on the review of data at the beginning of each new trimester by teachers, our site Instructional Coach, the Principal and the School Site Council.	August 2021-June 2022	Principal Instructional 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>
4.a - Parent Goal: By June 2022, there will be a 14-percentage point increase from 69% to 83% 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
4.b - Student Goal: By June 2022, there will be a 14-percentage point increase from 71% to 85% 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.
<b>Data Used to Form this Goal:</b>
Parent, staff and student LCAP surveys Playground observations Attendance, behavior records

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

Previous goal: By June of 2019, 85% of students will report feeling safe at school.  
 Result - Met - Yes. 85% of the students reported feeling safe at school.

Increase student attendance rate

Result: Did not meet the attendance goal of 97%. Attendance rates decreased by 0.18%

In 2020-2021:

89% of the students surveyed agree that adults at school care about their success

85% of the students surveyed reported feeling safe at school

A comprehensive needs assessment conducted in April 2020 indicated that parents and teacher were concerned about the following:

- 1) Students need tutoring and extracurricular opportunities outside of the school day.
- 2) Students need support with socialization and social and emotional wellness support.
- 3) Teachers need time to collaborate together outside of the school day.
- 4) Parents need and want hands-on training that would help them be of support to their children in academic areas.
- 5) English learners need more 1:1 and small group support.

As a result of this needs assessment data, several of the actions below and in other goal areas have been added to our plan of support for students' social and emotional wellness, academic support in math and ELA, and English learner support.

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

Student and parent surveys administered at mid and end of year marks

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff, students, and parents will continue to use the strategies from various free, evidence-based social emotional education programs such as Discovery Ed, Common Sense Media, and others to support the needs of our students as they continue to acclimate to in-person schooling	August 2021 - June 2022	Principal, Teachers, Staff	No expenditures			
School wide implementation of positive behavior support program - Posters, interactive displays, and exhibits - centered around core	August 2021 - June 2022	Principal, Teachers, Parents	Books and Materials for positive behavior support program	4000-4999: Books And Supplies	School Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
values and Project Cornerstone lesson themes						
Monthly attendance incentives and recognition for positive behavior to increase positive recognition of Core Values and attendance throughout the school year	August 2021 - June 2022	Principal, Teachers, Staff	Incentives	0001-0999: Unrestricted: Locally Defined	School Allocation	400
Extended duty time for teachers and staff for planning school wide behavior activities and initiatives	August 2021 - June 2022	Principal	Fund staffing for extended duty time for SEL planning	5000-5999: Services And Other Operating Expenditures	Program 202	1000
Extra PD sessions with SEL organizations that center around building strong classroom culture and cooperative play. We are presently investigating Sanford Harmony, Positive Action, Girls on the Run, and others in cooperation with our district's Health and Wellness Director.	August 2021 - June 2022	Principal, Instructional Coach, Teachers, Health and Wellness Director	Fund staffing for extended duty time for SEL training and PD	1000-1999: Certificated Personnel Salaries	School Allocation	500
Yard Supervision strategy and training meetings to ensure positive behavior reinforcement during recess, lunch, before and after school	August 2021 - June 2022	Principal	Fund extra duty pay for yard duties	2000-2999: Classified Personnel Salaries	School Allocation	250
School wide use of Expect Respect to develop student service, leadership, empathy, inclusion, and other positive character traits and behaviors in students	August 2021 - June 2022	Principal Project Cornerstone Lead Expect Respect Teacher Lead Positive Behavior Support (PBS) Team	Materials and supplies students	4000-4999: Books And Supplies	Program 202	1000
Parent education for support of students social and emotional health at school and at home	Throughout the year	Principal PBS Team	No expenditures			
Develop outdoor learning spaces where all students can experience the calming effects of nature (outdoor 'stump' classroom, native	August 2021 - June 2022	Principal Teachers PBS Team	Gardening tools & materials	5000-5999: Services And Other Operating Expenditures	School Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
plant gardens, sensory garden).			Purchase and upkeep of seating for garden spaces	6000-6999: Capital Outlay	Program 202	2500
Work with a play-based SEL organization to train teachers on building strong classroom culture and cooperative play at recess/lunch (Playworks, One Yard Inc. Recess Development Program, or similar)	November 2021 - December 2021	Principal, instructional Coach, Teachers	SEL training and PD for teachers	5000-5999: Services And Other Operating Expenditures	School Allocation	3000
			SEL training and PD for teachers	5000-5999: Services And Other Operating Expenditures	Program 202	500
Create calming spaces on our campus where kids can go when they are feeling overwhelmed.	November 2021 - June 2022	Principal, instructional Coach, Teachers, School Psychologist	Materials for calming spaces	4000-4999: Books And Supplies	Program 202	1000
Implement new or revised strategies based on revision of plan.	August 2021 - June 2022	Principal, Teachers, SSC	No expenditures			

## 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>
5.a - Attendance Goal - By June 2022, the average student attendance rate for the school will improve from 95% to 97% or above.
5.b - Chronic Absenteeism Goal: By June 2022, the average chronic absenteeism rate for subgroups will decrease by 3% from 8% to 5% based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard.
5.c - Welcoming Environment Goal: By June 2022, there will be a 9% increase 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 (from 83% to 88% overall).
<b>Data Used to Form this Goal:</b>
Student attendance records and reports, LCAP/Climate Survey Results

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

During the 2020-2021 school year, student attendance data indicates that there was a 3% increase in chronic absenteeism in comparison to the previous year. Much of this decline appears to be connected to a lack of student participation during distance learning. An additional contributing factor included family and home life issues that caused unusual disruption to student learning (internet issues, family distractions and obligations, etc.). Many families also chose to travel or relocate during this time, alerting the school of plans only after said travels. Returning to in-person learning will assist in improving attendance data this year, but we must also educate our learning community regarding attendance expectations and build a community of inclusion that incentivizes students to report to school each and every day.

LCAP/Climate Survey data indicates that 9% of parents felt less welcome in the 2020-2021 school year than in the 2019-2020 school year. To help parents feel more included in 2021-22, the school will implement several activities and initiatives:

- Ensure that an interpreter is present for each and every school meeting
- Ensure that every school communication continues to be translated into Spanish, but include translation in additional home languages (e.g. Tagalog, Russian, Mandarin).
- Work with the PTA to hold several parent 'fun' nights online based on parent/family survey data (movie night, game night, trivia party, cooking demonstrations, family show and tell, etc.)
- Ensure that all parents are incentivized to attend our monthly Cool Cat assemblies
- Provide supports for parents to help their students with skill development in math and ELA through fun activities
- Ensure that parents and students are welcomed by school personnel and the Principal at the drop-off and pick-up gates

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

Student attendance records and reports, LCAP/Climate Survey Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a warm and welcoming environment for parents when they visit the school in the morning and afternoon hours. Two or more staff members are stationed at each of the school gates to greet each family and child by name. The principal is out and speaking with families at different gates each morning and afternoon, offering informal support and answering questions. The front office staff clerk and secretary offer friendly	August 2021-June 2022	Principal, SCEF, ARIS, front office staff	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and supportive information to parents who stop by at anytime, but especially during pick-up and drop-off times.						
Create meaningful online family events that are engaging, uniting, and fun such as movie nights, game nights, trivia parties, cooking demonstrations, family show and tell, etc.	August 2021-June 2022	Principal, SCEF, ARIS, PTA, ELAC, SSC	Materials and supplies	4000-4999: Books And Supplies	School Allocation	3,000
			Extra duty pay for staff (planning, after hours events)	2000-2999: Classified Personnel Salaries	TSSP	3000
Provide interpretation in a number of languages for every school meeting or parent meeting to ensure that all parents are able to participate linguistically.	August 2021-June 2022	Principal, interpreters, SCEF	Hourly rate for interpreters	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	3000
			Extra duty pay for SCEF for interpretation	2000-2999: Classified Personnel Salaries	TSSP	1000
Provide translation in English and Spanish for all school-wide letters, documents, and notices	August 2021-June 2022	Principal, translators	Hourly rate for translators	2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	2000
Communicate celebrations, new initiatives, student progress updates and other school news through a weekly newsletter, the Cheetah Chatter	August 2021-June 2022	Principal, SCEF, District Personnel	No expenditures. Part of regular staff responsibilities.			
Celebrate and highlight positive student and staff moments through social media platforms (Facebook, Twitter, Instagram)	August 2021-June 2022	Principal, office staff	No expenditures. Part of regular staff responsibilities.			
Provide survey at the end of the school year regarding parent attendance and quality of events and workshops to elicit feedback	August 2021-June 2022	Teachers, Staff, SCEF SSC, ELAC, PTA Parents	No expenditures. Part of regular staff responsibilities.			
Collaborate with parent advisory/leadership groups - School Site Council, ELAC, PTA, etc. on parent engagement/involvement policy to review and revise for annual	August 2021-June 2022	Teachers, Staff, SCEF SSC, ELAC, PTA Parents	Teacher extra duty pay	1000-1999: Certificated Personnel Salaries	School Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
adoption			Classified staff extra duty pay	2000-2999: Classified Personnel Salaries	School Allocation	500
Improved parent outreach and communication about upcoming events through multiple sources - facebook, Instagram, Twitter, website, flyers, personal communication, PTA resources, etc. Student generated interest will serve as an incentive for parents to attend events.	August 2021-June 2022	Principal, staff members, parents	Materials and supplies for outreach	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1500
Staff/Parent Liaison (in addition to the Principal) between SSC, ELAC, and PTA will work to align school initiatives and ensure that we are working in unity to share information, develop family events, and support our students.	August 2021-June 2022	Principal, parents, SSC, ELAC, PTA	No expenditures needed.			
Improve student attendance through data tracking, a series of meeting reviews, consistent and regular communication between staff and families, interventions and home visits, and incentives. Hold biweekly attendance review meetings with clerk, secretary, SCEF & ARIS followed by intervention to work with families demonstrating patterns of chronic absenteeism or arriving at school late (more than twice weekly). Create student buy-in and excitement about attendance through regular publication of grade level data and incentives (class recognition, prizes, parties, etc.).	August 2021-June 2022	Principal, SCEF, ARIS, Secretary, Clerk, Teachers	No expenditures. Part of regular staff responsibilities. Student Incentives	0001-0999: Unrestricted: Locally Defined	School Allocation	750
Implement new or revised action steps based on input from teachers and staff, the Principal and the School Site Council, PTA, and ELAC	August 2021-June 2022	Principal, SSC, PTA, ELAC, teachers/staff	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	20,018	26,690	4,290.00
Program 201	23,550	31,400	1,600.00
Program 202	4,710	6,280	280.00
TSSP	22,137	29,516	8,616.00
After School Enrichment -	2,355	3,140	390.00
Parent Engagement	5,128	6,837	337.00

#### Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Enrichment - Elementary Schools	2,750.00
Parent Engagement (PIQE/FEI/PU)	6,500.00
Program 201	29,800.00
Program 202	6,000.00
School Allocation	22,400.00
Science Equipment Elementary	3,000.00
TSSP	20,900.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0001-0999: Unrestricted: Locally Defined	1,150.00
1000-1999: Certificated Personnel Salaries	10,625.00
2000-2999: Classified Personnel Salaries	11,750.00
4000-4999: Books And Supplies	29,125.00
5000-5999: Services And Other Operating Expenditures	34,200.00
5800: Professional/Consulting Services And Operating	2,000.00
6000-6999: Capital Outlay	2,500.00

## 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	2,000.00
4000-4999: Books And Supplies	After School Enrichment - Elementary	250.00
5000-5999: Services And Other Operating	After School Enrichment - Elementary	500.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	3,000.00
2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	2,000.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1,500.00
4000-4999: Books And Supplies	Program 201	6,500.00
5000-5999: Services And Other Operating	Program 201	21,300.00
5800: Professional/Consulting Services And	Program 201	2,000.00
4000-4999: Books And Supplies	Program 202	2,000.00
5000-5999: Services And Other Operating	Program 202	1,500.00
6000-6999: Capital Outlay	Program 202	2,500.00
0001-0999: Unrestricted: Locally Defined	School Allocation	1,150.00
1000-1999: Certificated Personnel Salaries	School Allocation	2,625.00
2000-2999: Classified Personnel Salaries	School Allocation	750.00
4000-4999: Books And Supplies	School Allocation	11,875.00
5000-5999: Services And Other Operating	School Allocation	6,000.00
4000-4999: Books And Supplies	Science Equipment Elementary	3,000.00
1000-1999: Certificated Personnel Salaries	TSSP	3,000.00
2000-2999: Classified Personnel Salaries	TSSP	9,000.00
4000-4999: Books And Supplies	TSSP	4,000.00
5000-5999: Services And Other Operating	TSSP	4,900.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	29,925.00
<b>Goal 2</b>	14,525.00
<b>Goal 3</b>	19,500.00
<b>Goal 4</b>	12,150.00
<b>Goal 5</b>	15,250.00

## 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
Michelle Williams	X				
Lynne Leiser		X			
Haley Kepp		X			
Natalie Gallagher		X			
Holly Leonard			X		
Amie Santiago				X	
Antje Kirschner				X	
David Clayton				X	
Diana Olvera				X	
Bea Reiter				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
Michelle Williams	X				
Lynne Leiser		X			
Lisset Tellez			X		
Maria Elena Chavez				X	
Elvira Salgado Carapia				X	
Natalie Gallagher			X		
Diana Rubio Olvera				X	
Teresa Peters				X	
Karla Ardon				X	
Sony Lama Shrestha		X			
Brittney O'Brien		X			
Briseida Lopez				X	
Denys Huerta				X	
Jeny Sanchez				X	
Juana Arangon				X	
<b>Numbers of ELAC Members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>9</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):**

X English Learner Advisory Committee

Teresa Peters

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 11/29/2021

Attested:

Michelle Williams

Typed Name of School Principal

Michelle Williams

Signature of School Principal

11/29/2021

Date

Haley Kepp

Typed Name of SSC Chairperson

Haley Kepp

Signature of SSC Chairperson

11/29/2021

Date



## Recommendations and Assurances

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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
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 October 19, 2021.

*Teresa Peters*

Signature

Attested:

<u>Michelle Williams</u> Typed Name of School Principal	<u></u> Signature of School Principal	<u>11/29/2021</u> Date
<u>Haley Kepp</u> Typed Name of SSC Chairperson	<u></u> Signature of SSC Chairperson	<u>11/29/2021</u> Date