The School Plan for Student Achievement

School: Oak Valley Elementary and Jonata Middle School

CDS Code: 42691386119804

District: Buellton Union School District

Principal: Lisa Melby

Revision Date: June, 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 June 16, 2021.

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School Vision and Mission

Oak Valley Elementary and Jonata Middle School's Vision and Mission Statements
Our mission is to ensure optimal conditions for students to become academically proficient, socially and emotionally supported, and responsible young citizens by providing:
- A strong and appropriate learning environment reflecting high expectations within a standards-based curriculum.
- A program by which instructional decisions are based on student performance.
- A school atmosphere that reflects safety, responsibility, respect, connectedness, and recognition.
- A commitment to expanding our resources and opportunities in science, technology, engineering, arts and math - STEAM!

School Profile

We are proud of amazing community of educators, students, and families. We are a district of continuous improvement in teaching and learning. You will find this information and more within this district SPSA (Single Plan for Student Achievement). The Oak Valley and Jonata SPSA is designed to provide annual information to the community, parents, and staff on topics specified by the California Department of Education. This document is one measure of school accountability. Our School Accountability Report Cards (SARC), the district's Local Control Accountability Plan (LCAP) and the district's Single Plan for Student Achievement (SPSA) all include the Buellton Union School District's expectations for students and staff. These collective plans articulate the path forward to meeting those expectations at both of our schools. These Accountability Plans and additional information can be found on our website (http://buelltonusd.org) or in the front offices of our schools.

At the beginning of each school year, administrators and staff within Buellton Union School District reflect on our body of work and student achievement. We establish goals and objectives to meet and exceed students' needs. Each year we review our programs and implementation to increase the academic and social-emotional success of our students and staff. This analysis is based on formative and summative assessment data and multiple measures. For the 2021-22 school year, we are building on our strengths and strategically addressing our identified needs all in an effort to better support students' academic and social emotional health. Our required educational plan goals are in concert: Local Control Accountability Plan, Single Plan for Student Achievement, and Buellton School District Common Core Implementation Plan.

Our district goals are:
1. Enhance the school wide use of effective research-based programs and materials so that 100% of our students receive CCSS standards-based instruction in ELA, math, and science (LCAP #2) .
2. Refine our comprehensive Response to Intervention (RTI) processes and programs so that all students show growth on site-based and CCSS interim assessments by trimester and our subgroups show significant growth in proficiency in ELA and Math from August to the end of the instructional year in May, as measured by growth targets as established by CAASPP outcomes and State recommendations.
3. All EL students will receive the appropriate level of ELD instruction daily with research-based programs and strategies. EL students will demonstrate progress on the English Language Proficiency Assessment for California (ELPAC) with a minimum of one year's growth for one year's time.
4. All students will receive the appropriate level of technology instruction daily with research-based programs and strategies based on the district technology standards. All staff will receive appropriate professional development in order to utilize technology to support teaching and learning. (LCAP #4)
5. The school will foster a school climate of safety, engagement and school connectedness for students staff, families and community.(LCAP #1)
6. Provide staff with specific training and support to provide social, emotional and behavioral support for students (MTSS). (LCAP #1)
7. Create a school-wide STEAM lab in order to bring science, technology, engineering, arts and math alive outside of the classroom.
8. Increase the fidelity of implementation of NGSS (Next Generation Science Standards) in all grade levels.

We proudly promote and build professional capacity and collaboration through weekly collaborative planning meetings. In these meeting, teachers utilize current student data to develop best practices to meet the needs of all students in Common Core Math and English Language Arts, science, social studies, technology and English Language Development/Academic Language Development. Teachers also work with a growth mindset by identifying and developing areas of personal professional development. Our school-wide English Language Development (ELD) program also includes Academic Language Development (ALD) for all students. We celebrate pride in our school community with school festivals, Arts Outreach with in-class programs, Spirit Days, BEST Student

Recognition Assemblies, Garden Education and Beautification, Buellton Pride Student Recognitions, partnership with the City of Buellton through our "City in the Schools" Program, community mentors and so much more.

Buellton Union School District students, parents, family members, and the Buellton community all contribute to the education of our student body.
 - Lisa Melby, Principal

Comprehensive Needs Assessment Components

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

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

Student (5th and 7th grades), parent, and staff surveys were conducted through the CA Healthy Kids Survey process. The data from these surveys helped inform District and site goals and services. Two surveys were shared with parents to elicit feedback on virtual learning, student needs, and social emotional support.

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

The school site principal conducts both formal and informal observations. Staff on an evaluation year are observed in order to provide input for the evaluation. All staff are observed at multiple points throughout the year. The superintendent also does informal observations. The COVID pandemic and virtual learning did limit the type and occurrence of informal observations during the spring of 2020 and for the 2020-21 school year.

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

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

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

Standards, Assessment, and Accountability

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

    The CAASPP and NWEA MAP Growth Assessment results drive the LCAP goal development and help identify services and staffing.

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

    The school uses Dibels Benchmark Screeners to monitor student reading and math progress. Grade level PLCs meet monthly to track progress, evaluate success of supports and make decisions about next steps. Students may be monitored for academic, behavioral, and/or social emotional support. Our Coordinator of Student Intervention and school counselor both play key roles in monitoring student progress and identifying specific needs.

Staffing and Professional Development

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

    All staff are appropriately credentialed.

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

    The Williams Quarterly Act requirements are met and professional development is offered to all staff throughout the year. Staff can also request specific professional development as well. All certificated staff meet with site administration at the beginning of each school year where they identify goals of improvement and a means to get what they need to meet those goals.

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

    Staff development topics are directly connect to content standards, LCAP goals, and professional needs as identified in staff development input surveys. However, during the 2020-21 year, the focus of staff development was primarily focused on supporting distance learning and the social emotional well-being of all students.

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

    Mentoring and coaching is provided to new teachers through the TIP program.

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

    Teachers have weekly collaboration time (PLCs) at the school sites every Wednesday.

Teaching and Learning

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

    All curriculum and materials are aligned to CCSS

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

    Reading/ELA and math content standards prioritized in scheduling instruction time. To ensure that students needing additional help, intervention is either pushed into the classroom or scheduled by grade level. Oak Valley's campus hosts "Club Read" and "Club Math" where students in need of additional support receive targeted intervention.

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

    A schoolwide master schedule assures flexibility in scheduling intervention so that students do not miss core instruction.

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

    District has complied with the Williams Quarterly Act.

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

    All core instruction materials are SBE adopted.

<u>Opportunity and Equal Educational Access</u>

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

   Instructional aides in the classroom and pull out intervention teachers help underperforming students meet standards.

14. Research-based educational practices to raise student achievement

   MTSS structure, a variety of instructional strategies, intervention staff, and targeted professional development are in place to raise student achievement.

<u>Parental Involvement</u>

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

   During the 2020-21 school year, Student Engagement Team leads were identified at both sites. They contacted families, identified road blocks preventing students from accessing online learning. In addition, a full time counselor is shared between both sites. She worked with over 60 students this year. We also contract with People Helping People for additional therapist support. All webinars and informational presentations are offered in both Spanish and English.

16. 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)

   Parents are involved and provide input in School Site Council, LCAP Advisory Committee, PTSA, and DELAC. This year, due to COVID, an additional committee, the Reopening Task Force, had parents/guardians from each campus as well.

<u>Funding</u>

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

   Intervention teachers provide services to underperforming students to meet standards. Counselor and class size reduction also supported.

18. Fiscal support (EPC)

Planned Improvements in Student Performance

School Goal #1

SUBJECT: Safety and Family Engagement and Connectedness
LEA GOAL:
BUSD will foster a school environment that ensures safety, engagement, and connectedness for students, staff and families, with special attention to the social and emotional needs of all students.
SCHOOL GOAL #1:
The district will foster a school climate of safety, engagement and school connectedness for students, staff and families.
Data Used to Form this Goal:
2020-21 California Healthy Kids Survey 2019-20 Parent Survey 2018-19 Staff Survey 2021-23 LCAP
Findings from the Analysis of this Data:
92% of 5th grade students and 85% of 7th grade students feel there is a teacher/adult who believes they can succeed and wants them to do my best.   81% of 5th grade students and 72% of 7th grade students feel there is a caring adult who cares, listens to them, and notices when they're not there.   73% of 5th grade students and 71% of 7th grade students feel they have a friend their age who cares about them, talks to them about their problems, and helps them when they're having a hard time.   - There is room to continue social/emotional support and behavioral interventions for all students.   - There is room for growth in empowering students to make important decisions in and out of the classroom.
How the School will Evaluate the Progress of this Goal:
Continue to implement multi-tiered system of supports (MTSS) district-wide in order to provide ALL students with targeted academic, social, emotional, and behavioral supports, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Continue to work with team of teachers and school leaders to implement MTSS programs.	2021-22	MTSS team	District and school leadership and designated grade level and department leads will meet as a team to develop strategies to provided students with targeted academic, social/emotional and behavioral interventions. Team will participate in professional development and serve as a Knowledge Development Site for other schools wishing to learn from our model program. RULER SEL training will be provided to all teachers during the 2021-22 school year. (Budget included in 1.10)			
1.2 Maintain safe, orderly, and clean school facilities following Public Health and CDC guidelines and ensure staff are trained in health protocols.	2021-22	Principal, Learning Coordinator, custodial staff, teachers	School team will work to ensure that school is always safe, secure, clean, and promotes positive learning.	2000-2999: Classified Personnel Salaries	LCFF	121,000
				3000-3999: Employee Benefits	LCFF	54,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Continue to implement Second Step SEL curriculum. Provide professional development/training for all teacher in RULER SEL program (Yale Center for Emotional Intelligence)	2021-22	Principal, Learning Coordinator, MTSS team	MTSS team, in collaboration with teachers and key stakeholders, will continue to implement Second Step program and provide training in RULER program. (Budget included in 1.10)			
1.4 Continue Recognition assemblies to highlight student achievements.	2021-22	Principal, Learning Coordinator, teachers	Continue with program of 2 X trimester awards assemblies (Best Assemblies) as well as end-of-year recognition assemblies for grades 4-5. Continue with trimester Renaissance Assemblies at Jonata Middle School.	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500
1.5 Explore additional opportunities for student leadership, including kindness clubs, Drug Free Club, Community Citizenship Club, ASB, Book Club, etc.	2021-22	Principal, Learning Coordinator, teachers	Empower students to take ownership of school climate, beautification, and positive social interactions through clubs and leadership opportunities.			
1.6 Continue Garden Program.	2021-22	PTSA	Continue to fund Garden Educator in order to extend learning outside of the classroom and provide students with positive interactions with peers and natural world.	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.7 Promote a variety of character development assemblies and those that support student well-being.	2021-22	Principal	Explore trimester assemblies which promote positive character development, i.e. kindness, anti-bullying, celebrating diversity, etc.	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	700
1.8 Promote field trips (in person and virtual) to help connect students to the greater world.	2021-22	Principal, teachers	Teachers will take field trips that help extend learning outside of the classroom and help students gain a greater understanding of the outside world.	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3660
1.9 Provide parents with multiple and varied ways to provide feedback on school programs.	2021-22	Principal and Learning Coordinator	Superintendent and principal will actively seek and utilize feedback from parents using a variety of forums and methods.			
1.10 Promote DELAC parent engagement opportunities.	2021-22	Principal, DELAC	Principal and District English Learners Advisory Committee will create and promote opportunities for parent engagement of non-English speaking parents and family members.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	770
				3000-3999: Employee Benefits	LCFF - Supplemental	420
1.11 Utilize Parent Square for parent communications.	2021-22	District, principal, Learning Coordinator, and teachers	All district personnel will use Parent Square in order to communicate with parents and community.

(Budget included in 4.4) | | | |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.12 Provide staff with opportunities to provide feedback on school programs.	2021-22	Principal	Principal will actively seek and utilize feedback from staff on school programs and operations using a variety of methods.			
1.13 Continue support of counseling program within MTSS model of behavioral and social/emotional supports.	2021-22	Counselor	Employ counselor to support students needing behavioral, social and emotional supports.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	85,236
				3000-3999: Employee Benefits	LCFF - Supplemental	25,628

Planned Improvements in Student Performance

School Goal #2

SUBJECT: Academic Growth in Core Academic Subjects
LEA GOAL:
All students will demonstrate academic growth in core academic subjects (ELA, Math, History/Social Science and Science) and ELD.
SCHOOL GOAL #2:
Enhance and refine the academic, and MTSS programs so that all students, including students with disabilities (SWD), show on site-based assessments by trimester and significant subgroups will demonstrate progress and growth in core subjects by June, 2022.
Data Used to Form this Goal:
2018-19 CAASPP data RTI Universal Screeners and Progress Monitoring data, 2020-21 2021-23 LCAP Trimester 1 and 2 ELA and math grades, including results from interim and benchmark assessments by trimester (Jonata).
Findings from the Analysis of this Data:
School-wide achievement in ELA and Math has improved steadily over the past five years. The achievement gap for English Learners is closing but EL students continue to score lower on local and state benchmark assessments. Reclassified English Proficient students score significantly higher than non-reclassified students on local and state benchmark assessments.
How the School will Evaluate the Progress of this Goal:
CAASPP scores - 2018-19 Formative and summative interim assessments Student grades Ongoing assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Continue to utilize the Second Step, RULER, and Conscious Discipline programs to address student interventions in academics, social/emotional, and behavioral supports.	2021-22	All staff who work directly with students.	Continued professional development in social and emotional curriculum (Second Step, RULER, and Conscious Discipline) (Budget included in 1.10)			
2.2 Identify key kids who will receive appropriate MTSS services in academics, social/emotional, and behavioral supports and share with principal in Professional Development Meetings.	2021-22	RTI Coordinator, teachers, principal, Learning Coordinator	Using data from multiple sources (CASSPP, Dibels, screening tools, CELDT, MAP Growth Assessment etc.), identify students needed extra supports.			
2.3 Identify students in need of intensive academic interventions in math and reading and look for ways to support them after school.	2021-22	RTI Coordinator, teachers, principal, Learning Coordinator	As needed, provide intensive academic supports in Tier 2 setting.			
2.4 Progress monitor students throughout the school-year for growth in MTSS using DESSA.	2021-22	RTI Coordinator, MTSS team, teachers	Provide ongoing progress monitoring to monitor student growth and create Tier 1 and Tier 2 groups needing strategic interventions.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	611
				3000-3999: Employee Benefits	LCFF - Supplemental	195
2.5 Meet in Student Success Teams (SSTs) on a regular basis to discuss key kids and other students who have been identified as needing additional supports.	2021-22	RTI Coordinator, teachers, Learning Coordinator	Provide roving subs for teachers 1 day a month to attend SST meetings to discuss. $120 X 10 days.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,200
				3000-3999: Employee Benefits	LCFF - Supplemental	233

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.6 Weekly early release days (1 X week) for grade-level PLCs for identification of students and planning of strategies to meet students' differentiated needs,	2021-22	Principal, Learning Coordinator, teachers	Provide teachers with early release collaborative planning time 1:30-3:30 p.m.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	73,159
				3000-3999: Employee Benefits	LCFF - Supplemental	15,363
2.7 Employ RTI Coordinator at 100%	2021-22	Superintendent, Principal	RTI Coordinator coordinates intervention program.	1000-1999: Certificated Personnel Salaries	LCFF - Base	62,815
				3000-3999: Employee Benefits	LCFF - Base	20,923
				1000-1999: Certificated Personnel Salaries	Title I	26,921
				3000-3999: Employee Benefits	Title I	8,967
2.8 Purchase and utilize technology-based academic interventions programs at all grade levels.	2021-22	Principal, teachers	Purchase Zearn, Lexia, and Reading Plus licenses.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	14500
2.9 Continue before school homework help, 7:30-8:25 a.m.	2021-22	Principal, Learning Coordinator, designated aide	Employ aide in the MP Room daily beginning at 7:30 a.m. to assist students with homework. 90 hr X $18	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1615
				3000-3999: Employee Benefits	LCFF - Supplemental	488
2.10 Review key kids progress monitoring results with teachers and principal by trimester	2021-22	RTI Coordinator, Learning Coordinator, teachers, principal	RTI Coordinator shares progress monitoring data with teachers and develops strategies to meet the needs of students. (Budget included in 2.7)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.11 Encourage and solicit parent involvement in SST, MTSS, and intervention processes. Continue to provide updates to stakeholders.	2021-22	RTI Coordinator, Principal, teachers	Actively invite and encourage parents to take an active role in MTSS processes. Host events that bring out parents to learn about MTSS, including STEAM Night, Open House, etc.			
2.12 Continue to support and promote summer remediation and enrichment programs.	2021-22	Principal, Learning Coordinator, and teachers	School will help promote summer programs in the Santa Ynez Valley that support the continued academic growth of students during the summer. Students continue to use Zearn, Lexia, and Reading Plus. Fun in the Sun Program (United Way), Boys and Girls Club, and YMCA are community options.			

Planned Improvements in Student Performance

<u>**School Goal #3**</u>

SUBJECT: CCSS Aligned Curriculum
LEA GOAL:
The district provides a comprehensive curriculum that engages, challenges and prepares students for college and career.
SCHOOL GOAL #3:
Continue to implement and develop district-wide use of effective instructional strategies and methodologies so that 100% of our students receive CCSS instruction in E/LA and Mathematics. Continue implementation of NGSS district-wide. Continue to develop and provide enrichment opportunities for students.
Data Used to Form this Goal:
2021-223 LCAP 2021-22 Professional Development Plans Student, parent, and teacher surveys 2018-19 CAASPP Data 2018-19 CAST Data
Findings from the Analysis of this Data:
Ongoing professional development needed in the areas of: Next Generation Science Standards (NGSS) ELD standards and framework Academic Language Development (ALD) Mathematics Technology integration
How the School will Evaluate the Progress of this Goal:
School PD plan Support ongoing, as-needed and year-long professional development Principal observation and feedback Results and interim and benchmark assessments, including CAASPP and CAST Parent, student, and teacher feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Continue to implement Engage NY math curriculum.	2021-22	Principal, Learning Coordinator, teachers	Purchase of Eureka Math workbooks to align with EngageNY	4000-4999: Books And Supplies	Lottery: Instructional Materials	5000
3.2 Continue to implement ELA benchmark tasks district-wide.	2021-22	Principal, Learning Coordinator, teachers	E/LA Wonders implementation and writing assessment plan + online reading programs			
3.3 Provide two grade level/subject matter collaborative planning release days per school-year to increase collegiality and gain strategies.	2021-22	Principal, Learning Coordinator, teachers	District provides grade level / subject matter teams with two full release days per year for collaborative planning.	1000-1999: Certificated Personnel Salaries	LCFF - Base	6,612
				3000-3999: Employee Benefits	LCFF - Base	1,388
3.4 Weekly collaborative PLC meetings focused on student data and instruction	2021-22	Principal, Learning Coordinator, teachers	Provide teachers with early release, collaborative planning time every Monday from 1:30-3:30. (Budget Included in 2.6)			
3.5 Faculty meetings focus, in part, on best practices supporting students in academics an social emotional learning.	2021-22	Principal, Learning Coordinator, teachers	Administrator or designated teachers / SEL lead team devote part of every faculty meeting to sharing of best practices related to instruction.			
3.6 Principal and Learning Coordinator walk-throughs	2021-22	Principal and Learning Coordinator	Principal visits every classroom on a regular basis in order to support instruction.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.7 Principal Communication (ParentSquare, newsletters, video news)	2021-22	Principal	Principal communicates key activities and opportunities related to school instruction and student success.			
3.8 Provide opportunities for parent & community engagement related to instruction.	2021-22	Principal, Learning Coordinator, teachers	Principal and teachers develop, support and implement opportunities for parent engagement and empowerment related to CCSS, NGSS, and SEL instruction.			
3.9 Continue to develop and implement district-wide system of MTSS (multi-tiered system of supports) for ALL students.	2021-22	Principal, Learning Coordinator, teachers	Principal and MTSS/SEL Leadership team will continue to explore resources to learn best practices related to support of all students' academic, social/emotional, and behavioral development.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2500
				4000-4999: Books And Supplies	LCFF	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.10 Continue to implement NGSS (Next Generation Science Standards)	2021-22	Principal, lead science teachers	Continue to seek and support professional development opportunities related to the implementation of NGSS. Adopt new science curriculum in 2021-22 school-year (Oak Valley) Continue implementation of Impact Science Curriculum at Jonata Middle School.	4000-4999: Books And Supplies	LCFF - Base	29,400
3.11 Continue to implement STEAM district-wide	2021-22	Principal, Learning Coordinator, teachers	Students in grades 4 & 5 rotate teachers during STEAM rotations in order to learn key components of STEAM.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,000
				3000-3999: Employee Benefits	LCFF - Supplemental	2,100
3.12 Implement a strategic professional development plan district-wide	2021-22	Principal, Learning Coordinator, teachers	Identify professional development needs of the staff and develop plan that targets these needs.	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	6855
				1000-1999: Certificated Personnel Salaries	LCFF - Base	2000
				3000-3999: Employee Benefits	LCFF - Base	181
3.13 Continue implementation and integration of science, social studies, math, and English Language arts.	2021-22	Principal, Learning Coordinator, teachers		None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #4

SUBJECT: English Language Development
LEA GOAL:
English Learners will demonstrate growth in English Language Development / English proficiency.
SCHOOL GOAL #4:
All EL (English Learner) students will receive the appropriate level of ELD (English Language Development) instruction daily with research-based programs and strategies. EL students will demonstrate progress on the ELPAC (English Language Proficiency Assessment for California) and ADEPT (A Developmental Proficiency Test) with a minimum of one year's growth in one year's time.
Data Used to Form this Goal:
EL student-specific CAASPP data 2020-21 ELPAC data 2019-20 Reclassification data 2019-20 ADEPT data Grade level ELD groups and schedules Faculty feedback on ELD program Title III Plan 2021-23 LCAP Parent Survey Results
Findings from the Analysis of this Data:
The majority of EL students are not proficient in ELA and Math and are at the intermediate level or below. All teachers have been trained in Academic Language Development (ALD) and English Language Development (ELD). Continued professional development is needed in ELD. Teachers are trained in ADEPT assessments and utilize results to group students and differentiate instruction. Grades K-3 ELA Wonders adoption requires teachers to implement ELD component of program - continued professional development needed. The school and district should work to ensure that ELD support and the reclassification of students remains a high priority.
How the School will Evaluate the Progress of this Goal:
2018-19 ELPAC data 2018-19 EL specific CAASPP data 2019-20 Reclassification rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Keep staff up-to-date on ELD framework.	2021-22	Principal, Learning Coordinator	Principal and Learning Coordinator will review ELD framework. Principal will encourage integration of ELD standards into all academic areas.			
4.2 Teachers will identify ELD/ALD groups based on ADEPT and ELPAC data.	2021-22	Teachers	Students will be placed in ELD and ALD groups based on data and provided with appropriate instruction.			
4.3 Teachers will implement ELD/ALD groups for 40 min X 4 times a week.	2021-22	Teachers	Based on data, students will be placed in either ELD or ALD groups and receive ELD or ALD instruction for 40 min a day, 4 times a week.			
4.4 In grades K-3, teachers will utilize Wonders materials to implement ELD instruction.	2021-22	K-3 teachers	Teachers in grades K-3 will continue to develop and implement Wonders ELD curriculum.	4000-4999: Books And Supplies	Lottery: Instructional Materials	1,000
4.5 Explore assessment options to determine newcomer proficiency in native language	2021-22	Principal, Learning Coordinator, teachers	Principal, Learning Coordinator, and teachers will explore assessment options for newcomers.			
4.6 Provide teacher professional development as needed for ELD development and instructional strategies to support English Learners.	2021-22	Principal and Learning Coordinator	Principal will identify areas of improvement in ELD program and provide teachers with PD in ELD strategies as needed.	5000-5999: Services And Other Operating Expenditures	Title III	1,000
4.7 Utilize instructional assistant to support ELD and assist with newcomers.	2021-22	Principal and Learning Coordinator	Use Title III to fund an aide for ELD support.	2000-2999: Classified Personnel Salaries	Title III	4894
				3000-3999: Employee Benefits	Title III	443

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.8 Continue to purchase and utilize Rosetta Stone and Lexia for newcomers to learn English.	2021-22	Principal, teachers	The Rosetta Stone online program and tablet will be provided to all newcomers to meet the needs of new students who do not speak English.	5000-5999: Services And Other Operating Expenditures	Title III Immigrant Education Program	1,000
4.9 Provide TK-8 ELPAC testing for reclassification. Reclassify EL students as English Proficient based on results.	2021-22	Learning Coordinator, Principal, teachers	Learning Coordinator will oversee ELPAC testing for EL students. Teachers will identify students needing to be reclassified based on ELPAC results. Principal and Learning Coordinator will reclassify students and recognize these students at BUSD Board Meeting ceremony.			
4.10 Teachers will move students in/out of ELD/ALD groups based on ELPAC results as well as ongoing ADEPT results and teacher observation.	2021-22	Teachers, Learning Coordinator, Principal	Teachers will move students in/out of ELD/ALD groups based on ELPAC results as well as ongoing ADEPT results and teacher observation.			
4.11 Teachers will utilize ELPAC data, CAASPP data and MAP Growth Assessment data to create group placements.	2021-22	Teachers, Learning Coordinator, Principal	Teachers will use spring ELPAC data, MAP Growth Assessment data, and CAASPP results to create balanced student groups for the 2021-22 school-year.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.12 Provide ongoing PD to ELPAC Coordinator(s) and test examiners in ELPAC administration	2021-22	Principal, Learning Coordinator, ELPAC Test Administrators	Learning Coordinator and test examiners and/or designee will attend PD on new ELPAC assessment.	5000-5999: Services And Other Operating Expenditures	Title III	1000
4.13 Strengthen and foster DELAC Committee and parent involvement to provide meaningful opportunities to engage EL students / families.	2021-22	Principal and Learning Coordinator	Principal and Learning Coordinator will provide ongoing opportunities for parent involvement and engagement in the schools through the input and guidance of the DELAC (District English Learners Advisory Committee) in collaboration with teachers and administration.			
4.14 Continue to employ ELD instructional aide	2021-22	Principal	Continue to employ and utilize instructional aide specializing in ELD to work with small groups of English Learners during ELD period in grades K-8	2000-2999: Classified Personnel Salaries	LCFF	7341
				3000-3999: Employee Benefits	LCFF	664
4.15 Continue to explore new ELD curriculum	2021-22	Principal, Learning Coordinator, lead ELD teachers	Principal and lead ELD teachers will explore available curriculum options for ELD curriculum to supplement Wonders ELD.			

Planned Improvements in Student Performance

School Goal #5

SUBJECT: Technology
LEA GOAL:
Students and teachers will utilize technology effectively to support instruction and learning.
SCHOOL GOAL #5:
All students will receive the appropriate level of technology instruction daily with research based programs and strategies based on the district technology standards. All staff will receive appropriate professional development in order to utilize technology to support instruction and learning.
Data Used to Form this Goal:
District Technology Committee feedback Parent, student, and teacher feedback 2021-23 LCAP
Findings from the Analysis of this Data:
District-wide use of Chromebook and Apple devices (1:1 at Jonata and 2:1 at Oak Valley) = Chromebooks (grades 4-8), Macbooks (grades 2-3), Ipads (grades K-1), computer lab Professional development needed in implementation of technology scope and sequence and computer science standards Continued professional development needed for technology components of adopted curriculum
How the School will Evaluate the Progress of this Goal:
Successful implementation of professional development plan Student, staff and parent survey feedback related to technology

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 Identify district level tech leads and establish/identify tech PD needs to create a tech PD calendar.	2021-22	Principal, Learning Coordinator, Tech Lead Teacher	District level tech leads establish tech standards and plan.	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000
				3000-3999: Employee Benefits	LCFF - Base	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.2 Continue implementation of district-wide technology-based curriculum.	2021-22	Principal, Learning Coordinator, teachers	Continue to implement Zearn, Lexia, Reading Plus, Google Suite both at school and at home in order to provide targeted instruction at students' individual mastery levels in math and reading. (Budget included in 2.8)			
5.3 Identify and pilot new technology and web-based resources for enhancing existing curriculum, when applicable.	2021-22	Principal, Learning Coordinator, teachers	Tech leads will seek out, pilot, and share new technology resources with faculty. Tech leads will seek out online resources to support implementation of NGSS (Next Generation Science Standards)			
5.4 Utilize Parent Square as a centralized method of technology-based school communications, including mobile app.	2021-22	District, principal, Learning Coordinator, teachers	Continue usage of Parent Square for district, school and teacher communications.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,900
5.5 All teachers in grades 3-8 will utilize CAASPP interim assessments and practice tests.	2021-22	Principal, Learning Coordinator, teachers	Distribute grades 3-8 SSID logins asap in December, 2020-21 for trimester and block/comprehensive interim CAASPP assessments by January, 2022. Teachers will report to principal when interim assessments have been completed.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.6 Coordinate opportunities for teachers to collaborate with other teachers both in and out of the district to support technology implementation.	2021-22	Principal and Learning Coordinator	Teachers will be provided with a sub 2 X year in order to visit other teachers at Oak Valley, Jonata and other school sites who are utilizing classroom technologies.	1000-1999: Certificated Personnel Salaries	LCFF - Base	840
				3000-3999: Employee Benefits	LCFF - Base	163
5.7 Continue implementation of Office 365 and Google Classroom	2021-22	Principal, Learning Coordinator, teachers	Continue to use Office 365 and Google Classroom as a platform for student work.			
5.8 Create vertical articulation of technology / computer science implementation and plan collaboratively.	2021-22	Principal, Learning Coordinator, Tech Lead Teacher, teachers	Principal, in collaboration with teachers, will create scaffolded school-wide technology implementation plan. Grade level teachers will meet with other grades in order to ensure scaffolded student learning of key technology skills. Computer Science Team will explore professional development opportunities and bring back information to entire staff. (Budget included in 4.6 above)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.9 School will continue to build a robust school/district website to support families.	2021-22	Principal, Learning Coordinator, Website developer	Links to curricular technology resources and programs and supplemental programs will be included on district website for ease of parent and student access. Distance learning resources will be explored to add to district website.			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	LCFF	128,341.00
3000-3999: Employee Benefits	LCFF	54,664.00
4000-4999: Books And Supplies	LCFF	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	77,267.00
3000-3999: Employee Benefits	LCFF - Base	23,655.00
4000-4999: Books And Supplies	LCFF - Base	29,400.00
5000-5999: Services And Other Operating	LCFF - Base	19,900.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	170,206.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,385.00
3000-3999: Employee Benefits	LCFF - Supplemental	44,427.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	6,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty	500.00
5000-5999: Services And Other Operating	Parent Teacher Association/Parent Faculty	6,860.00
1000-1999: Certificated Personnel Salaries	Title I	26,921.00
3000-3999: Employee Benefits	Title I	8,967.00
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	6,855.00
2000-2999: Classified Personnel Salaries	Title III	4,894.00
3000-3999: Employee Benefits	Title III	443.00
5000-5999: Services And Other Operating	Title III	2,000.00
5000-5999: Services And Other Operating	Title III Immigrant Education Program	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	185,505.00
LCFF - Base	150,222.00
LCFF - Supplemental	217,018.00
Lottery: Instructional Materials	6,000.00
Parent Teacher Association/Parent Faculty Club	7,360.00
Title I	35,888.00
Title II Part A: Improving Teacher Quality	6,855.00
Title III	7,337.00
Title III Immigrant Education Program	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	274,394.00
2000-2999: Classified Personnel Salaries	135,620.00
3000-3999: Employee Benefits	132,156.00
4000-4999: Books And Supplies	38,400.00
5000-5999: Services And Other Operating Expenditures	36,615.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	294,414.00
Goal 2	226,990.00
Goal 3	68,536.00
Goal 4	17,342.00
Goal 5	9,903.00

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
Lisa Melby	X				
Heaven Masuno		X			
Karin Baty		X			
Nicole Henrey		X			
Katie Steiner			X		
Alexis Donkin				X	
Todd Lefemine				X	
Cara Williams				X	
Janson Harwood				X	
Jody Carmichael				X	
Numbers of members of each category:	**1**	**3**	**2**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan 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):**

	State Compensatory Education Advisory Committee	
		Signature
X	English Learner Advisory Committee	
		Signature
	Special Education Advisory Committee	
		Signature
	Gifted and Talented Education Program Advisory Committee	
		Signature
	District/School Liaison Team for schools in Program Improvement	
		Signature
	Compensatory Education Advisory Committee	
		Signature
	Departmental Advisory Committee (secondary)	
		Signature
	Other committees established by the school or district (list):	
		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 March 17, 2021.

Attested:

Lisa Melby

Typed Name of School Principal	Signature of School Principal	Date

Jansen Harwood

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Student Performance Data: Jonata Middle School

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	56	56	58	56	56	57	56	56	57	100	100	98.3
Grade 7	60	60	56	60	60	55	60	60	55	100	100	98.2
Grade 8	52	52	64	51	51	64	51	51	64	98.1	98.1	100
All Grades	168	168	178	167	167	176	167	167	176	99.4	99.4	98.9

* 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 6	2585.1	2585.1	2574.9	41.07	41.07	24.56	33.93	33.93	45.61	19.64	19.64	24.56	5.36	5.36	5.26
Grade 7	2624.0	2624.0	2617.0	40.00	40.00	32.73	48.33	48.33	49.09	3.33	3.33	12.73	8.33	8.33	5.45
Grade 8	2626.8	2626.8	2622.5	29.41	29.41	31.25	56.86	56.86	46.88	5.88	5.88	10.94	7.84	7.84	10.94
All Grades	N/A	N/A	N/A	37.13	37.13	29.55	46.11	46.11	47.16	9.58	9.58	15.91	7.19	7.19	7.39

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 6	32.14	32.14	28.07	48.21	48.21	50.88	19.64	19.64	21.05
Grade 7	36.67	36.67	43.64	53.33	53.33	43.64	10.00	10.00	12.73
Grade 8	35.29	35.29	40.63	50.98	50.98	45.31	13.73	13.73	14.06
All Grades	34.73	34.73	37.50	50.90	50.90	46.59	14.37	14.37	15.91

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 6	50.00	50.00	56.14	39.29	39.29	40.35	10.71	10.71	3.51
Grade 7	68.33	68.33	52.73	25	25.00	41.82	6.67	6.67	5.45
Grade 8	50.98	50.98	57.81	41.18	41.18	34.38	7.84	7.84	7.81
All Grades	54.50	56.89	55.68	37.91	34.73	38.64	7.58	8.38	5.68

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 6	24.19	19.64	19.30	66.13	73.21	73.68	9.68	7.14	7.02
Grade 7	24.07	21.67	25.45	66.67	66.67	70.91	9.26	11.67	3.64
Grade 8	20.00	29.41	28.13	68.42	64.71	62.50	11.58	5.88	9.38
All Grades	22.27	23.35	24.43	67.30	68.26	68.75	10.43	8.38	6.82

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 6	43.55	58.93	38.60	50.00	37.50	52.63	6.45	3.57	8.77
Grade 7	59.26	66.67	54.55	38.89	23.33	40.00	1.85	10.00	5.45
Grade 8	52.13	54.90	40.63	35.11	41.18	51.56	12.77	3.92	7.81
All Grades	51.43	60.48	44.32	40.48	33.53	48.30	8.10	5.99	7.39

Conclusions based on this data:

1. Current programs and initiatives are working

2. Positive staff works in a collaborative environment

3. Students scoring lower are identified early and provided additional supports and interventions = SST, 504 plans, IEPs, collaborative planning

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 6	64	56	58	62	56	58	62	56	58	96.9	100	100
Grade 7	56	60	56	54	60	54	54	60	54	96.4	100	96.4
Grade 8	97	52	64	96	51	63	96	51	63	99	98.1	98.4
All Grades	217	168	178	212	167	175	212	167	175	97.7	99.4	98.3

* 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 6	2578.5	2583.7	2562.3	37.10	44.64	27.59	32.26	30.36	37.93	19.35	12.50	20.69	11.29	12.50	13.79
Grade 7	2601.8	2600.7	2599.6	40.74	40.00	44.44	33.33	33.33	20.37	16.67	13.33	18.52	9.26	13.33	16.67
Grade 8	2604.4	2630.3	2643.9	36.46	50.98	50.79	31.25	25.49	28.57	15.63	13.73	11.11	16.67	9.80	9.52
All Grades	N/A	N/A	N/A	37.74	44.91	41.14	32.08	29.94	29.14	16.98	13.17	16.57	13.21	11.98	13.14

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 6	49.18	55.36	41.38	27.87	30.36	39.66	22.95	14.29	18.97
Grade 7	48.15	58.33	51.85	29.63	28.33	22.22	22.22	13.33	25.93
Grade 8	43.16	50.98	60.32	37.89	35.29	28.57	18.95	13.73	11.11
All Grades	46.19	55.09	51.43	32.86	31.14	30.29	20.95	13.77	18.29

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 6	45.16	46.43	29.31	45.16	37.50	53.45	9.68	16.07	17.24
Grade 7	55.56	41.67	50.00	29.63	45.00	33.33	14.81	13.33	16.67
Grade 8	38.54	47.06	46.03	42.71	43.14	44.44	18.75	9.80	9.52
All Grades	44.81	44.91	41.71	40.09	41.92	44.00	15.09	13.17	14.29

| 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 6	40.32	41.07	27.59	41.94	39.29	55.17	17.74	19.64	17.24
Grade 7	44.44	36.67	37.04	50.00	55.00	51.85	5.56	8.33	11.11
Grade 8	40.63	47.06	61.90	46.88	43.14	28.57	12.50	9.80	9.52
All Grades	41.51	41.32	42.86	46.23	46.11	44.57	12.26	12.57	12.57

Conclusions based on this data:

1. Current programs are working

2. Positive staff works in a collaborative environment

3. Students scoring lower are identified early and provided additional supports and interventions = SST, 504 plans, IEPs, collaborative planning

School and Student Performance Data

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6		*		*		*		4
Grade 7		*		*		*		*
Grade 8		*		*		*		*
All Grades								5

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Conclusions based on this data:

1.

Student Performance Data: Oak Valley Elementary School

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	72	69	74	71	65	74	71	65	98.7	98.6	94.2
Grade 4	64	76	72	61	74	72	61	74	72	95.3	97.4	100
Grade 5	59	61	81	59	60	76	59	60	76	100	98.4	93.8
All Grades	198	209	222	194	205	213	194	205	213	98	98.1	95.9

* 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	2441.8	2452.4	2464.0	32.43	39.44	41.54	27.03	15.49	16.92	16.22	35.21	27.69	24.32	9.86	13.85
Grade 4	2500.1	2478.9	2470.7	39.34	28.38	23.61	27.87	25.68	23.61	16.39	17.57	31.94	16.39	28.38	20.83
Grade 5	2546.4	2548.4	2544.5	35.59	31.67	34.21	28.81	41.67	36.84	28.81	18.33	14.47	6.78	8.33	14.47
All Grades	N/A	N/A	N/A	35.57	33.17	32.86	27.84	26.83	26.29	20.10	23.90	24.41	16.49	16.10	16.43

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	39.19	32.39	38.46	36.49	45.07	43.08	24.32	22.54	18.46
Grade 4	34.43	22.97	23.61	50.82	54.05	62.50	14.75	22.97	13.89
Grade 5	37.29	36.67	36.84	52.54	58.33	50.00	10.17	5.00	13.16
All Grades	37.11	30.24	32.86	45.88	52.20	52.11	17.01	17.56	15.02

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	36.49	40.85	29.23	40.54	42.25	52.31	22.97	16.90	18.46
Grade 4	37.70	32.43	22.22	47.54	39.19	55.56	14.75	28.38	22.22
Grade 5	44.07	51.67	46.05	49.15	35.00	39.47	6.78	13.33	14.47
All Grades	39.18	40.98	32.86	45.36	39.02	48.83	15.46	20.00	18.31

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	32.43	28.17	27.69	51.35	54.93	66.15	16.22	16.90	6.15
Grade 4	19.67	20.27	8.33	62.30	63.51	77.78	18.03	16.22	13.89
Grade 5	25.42	18.33	21.05	67.80	71.67	60.53	6.78	10.00	18.42
All Grades	26.29	22.44	18.78	59.79	62.93	68.08	13.92	14.63	13.15

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	28.38	30.99	35.38	48.65	60.56	55.38	22.97	8.45	9.23
Grade 4	36.07	25.68	16.67	52.46	56.76	63.89	11.48	17.57	19.44
Grade 5	35.59	38.33	35.53	50.85	51.67	51.32	13.56	10.00	13.16
All Grades	32.99	31.22	29.11	50.52	56.59	56.81	16.49	12.20	14.08

Conclusions based on this data:

1.

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	75	72	69	73	71	64	73	71	64	97.3	98.6	92.8
Grade 4	64	76	72	62	74	72	62	74	72	96.9	97.4	100
Grade 5	59	61	81	59	60	80	59	60	79	100	98.4	98.8
All Grades	198	209	222	194	205	216	194	205	215	98	98.1	97.3

* 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	2440.0	2438.1	2440.1	21.92	19.72	23.44	28.77	35.21	29.69	27.40	23.94	21.88	21.92	21.13	25.00
Grade 4	2490.2	2472.5	2458.2	22.58	17.57	11.11	33.87	25.68	27.78	33.87	31.08	33.33	9.68	25.68	27.78
Grade 5	2523.4	2523.4	2507.9	28.81	28.33	21.52	23.73	21.67	25.32	25.42	28.33	25.32	22.03	21.67	27.85
All Grades	N/A	N/A	N/A	24.23	21.46	18.60	28.87	27.80	27.44	28.87	27.80	26.98	18.04	22.93	26.98

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	38.36	30.99	40.63	35.62	45.07	20.31	26.03	23.94	39.06
Grade 4	37.10	28.38	20.83	41.94	31.08	29.17	20.97	40.54	50.00
Grade 5	30.51	36.67	26.58	37.29	30.00	37.97	32.20	33.33	35.44
All Grades	35.57	31.71	28.84	38.14	35.61	29.77	26.29	32.68	41.40

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	27.40	30.99	35.94	52.05	36.62	40.63	20.55	32.39	23.44
Grade 4	29.03	21.62	13.89	50.00	47.30	51.39	20.97	31.08	34.72
Grade 5	30.51	26.67	24.05	45.76	51.67	44.30	23.73	21.67	31.65
All Grades	28.87	26.34	24.19	49.48	44.88	45.58	21.65	28.78	30.23

	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	31.51	29.58	29.69	60.27	54.93	53.13	8.22	15.49	17.19
Grade 4	25.81	27.03	25.00	51.61	47.30	37.50	22.58	25.68	37.50
Grade 5	22.03	25.00	25.32	50.85	53.33	43.04	27.12	21.67	31.65
All Grades	26.80	27.32	26.51	54.64	51.71	44.19	18.56	20.98	29.30

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

	Overall		Oral Language		Written Language		Number of Students Tested	
Grade Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1442.9		1453.3		1418.6		21
Grade 1		1429.2		1437.9		1419.9		18
Grade 2		1497.2		1501.2		1492.6		14
Grade 3		1502.4		1501.1		1503.1		16
Grade 4		*		*		*		8
Grade 5		*		*		*		5
All Grades								82

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
Grade Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		19.05		52.38		19.05		9.52		21
1		5.56		16.67		50.00		27.78		18
2		21.43		57.14		21.43		0.00		14
3		25.00		31.25		37.50		6.25		16
All Grades		18.29		40.24		29.27		12.20		82

Overall Language — Percentage of Students at Each Performance Level for All Students

	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
Grade Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		33.33		47.62		9.52		9.52		21
1		5.56		27.78		50.00		16.67		18
2		50.00		28.57		21.43		0.00		14
3		37.50		43.75		12.50		6.25		16
All Grades		32.93		37.80		19.51		9.76		82

Oral Language — Percentage of Students at Each Performance Level for All Students

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		9.52		42.86		38.10		9.52		21
1		5.56		16.67		33.33		44.44		18
2		0.00		57.14		42.86		0.00		14
3		12.50		31.25		50.00		6.25		16
All Grades		7.32		36.59		39.02		17.07		82

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		19.05		71.43		9.52		21
1		22.22		61.11		16.67		18
2		42.86		57.14		0.00		14
3		25.00		56.25		18.75		16
All Grades		26.83		60.98		12.20		82

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		38.10		47.62		14.29		21
1		0.00		77.78		22.22		18
2		28.57		71.43		0.00		14
3		62.50		31.25		6.25		16
All Grades		34.15		53.66		12.20		82

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		9.52		80.95		9.52		21
1		5.56		50.00		44.44		18
2		7.14		85.71		7.14		14
3		6.25		56.25		37.50		16
All Grades		6.10		68.29		25.61		82

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		47.62		38.10		14.29		21
1		5.56		66.67		27.78		18
2		7.14		92.86		0.00		14
3		31.25		68.75		0.00		16
All Grades		25.61		60.98		13.41		82

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1.