School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mark Twain Elementary	16 63891 6010367	01/20/2022	02/08/2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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. This plan is closely aligned with LCAP. Goals 1-3 are based directly on LCAP goals.

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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).

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 academic performance index and adequate yearly progress growth 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.

Benchmark and state assessment data indicate limited progress year-to-year with the majority of students not reaching proficiency in reading, language arts and mathematics. Observational data indicated that the pace of lessons was often slow and lacked rigor. Teachers need guidance on creating standards-based lesson plans that are aligned to the CCSS and to support effective first best instruction.

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

All staff is formally evaluated each year. This requires a minimum of 3 formal observations per year. There is also an informal walk-through at least twice a month. While instruction, checking for understanding and Kagan strategies are observed, there is a need for better development of rigorous activities.

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

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

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

Standards, Assessment, and Accountability

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

The Mark Twain staff regularly reviews State Assessment data, California English Language Development Test data, School Benchmarks for EL learners, and grades each trimester. Three times a year, district assessments are given to our students Language Arts and Math. Teachers take the results that are gleaned from the these multiple assessments to monitor and adjust their lessons for greater student access and understanding.

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

Teachers and staff meet formally and informally to review assessment data to measure and monitor student progress and modify instruction. Assessment data include CAASPP data, ELPAC scores, Curriculum unit, and chapter tests and quizzes, and District assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

28 of the 28 instructional staff members are highly qualified.

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

Each Wednesday is designated as an "early-out day" in which students are dismissed at 1:25 pm to allow for staff professional development and strategic planning within professional learning communities (PLCs).

In addition, the district provides 4 days for professional development. The training focuses on Instruction, student management, and technology.

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

The district provides 4 days for professional development. The training focuses on Instruction, student management, and technology.

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

The district provides 4 days for professional development. The training focuses on Instruction, student management, and technology.

Mark Twain also has academic coaching as well as technology coaching.

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

Each Wednesday is designated as an "early-out day" in which students are dismissed at 1:25 to allow for staff professional development and strategic planning within professional learning communities (PLCs).

Teaching and Learning

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

Mark Twain School offers a rigorous curriculum that is aligned to the California Common Core Standards in all of the core subjects, the arts and physical education. A continuum of learning specialist services, supports students with Individual Education Plans receiving education in the least restrictive environment. The RSP Teacher with support from a paraprofessional provide assistance and one-on-one supports for special needs students who are in the mainstream classes.

English Language students that have not been redesignated receive 30-minutes daily of Designated ELD from their homeroom teacher as well as Integrated ELD within their core subjects (ELA, Math, Science).

Teachers adapt and differentiate their instructional presentations and learner choices to provide students multiple points of access to content learning and student expressions of competency. Reading and writing are scheduled during the day and are taught across all content areas with particular emphasis on Standards-based knowledge, vocabulary and demonstrations of competency for each specific content domain. All teachers at Mark Twain utilize Savvas (My View ELA) curriculum to supplement their writing instruction. A supplementary instructional program is also scheduled during school to provide academic intervention for all students. The language arts instructors utilize a variety of successful instructional strategies to deliver their lessons including differentiated instruction, front-loading vocabulary, and technology assisted instructional choices. The math program at Mark Twain aligns with the California Common Core Standards content and emphasizes the development of proficient math skills and vocabulary. The math instructors provide test-taking skills, instructs using "real life" examples and manipulatives in their instruction. A supplementary instructional program is also scheduled during school to provide academic intervention for below grade level students. Use of computer assisted math tutoring program aims at strengthening student understanding of math concepts. The scientific method is the overarching focus of our science classes at both grade levels. Laboratory work and hands-on, high interest experiments take place in our science classes. Students demonstrate their understanding of scientific theory and practice throughout units presented in class through labs, demonstrations and presentations.

All of our programs improve student engagement and learning through research-based active instruction lessons and activities based on five well-established theories: * Understanding by Design * Nonlinguistic Representation * Multiple Intelligences * Cooperative Interaction * Spiral Curriculum. Our elective program music, PBIS, and PE are also standards-based programs. Student work is evaluated against specific skills or content related performances demonstrating their competency and mastery of applied learning.

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

Each grade level has a one-and-one-half hour block for core English-language arts and Math instruction.

An additional 30-minute block 4 times a week is allotted in the afternoon for academic intervention.

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

Guided Reading, Science, 30 minutes daily 5 times a week. P.E. is offered 30 minutes 4 times a week for 5th grade and 30 minutes 3 times a week for 4th grade plus 10 minutes on Wednesdays. Designated English Language Development (ELD) instruction is offered every day for 30- minutes and Integrated ELD is embedded within the core content areas (ELA, Math, and Science). Each English learner is placed in an ELD class based on his/her English Language Proficiency Assessments for California (ELPAC) level.

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

Mark Twain uses textbooks and materials aligned to State standards that are state and district adopted. Supplemental materials the teacher chooses or that the library has purchased are also used for variety of high interest lessons in classes. During both designated ELD (30-minutes daily) and integrated ELD (ELA, Math, and Science) strategies from the ELD toolkit are incorporated to support the needs of the EL student within the core curriculum and content. Newcomer students are given additional supports with a computer-assisted instruction and additional language development instruction. Our target is that students achieve one level per year English proficiency and that fluency is achieved by the 5th grade. Our school librarian continually seeks student-friendly, challenging materials all grade levels. Mark Twain School is in compliance with the Williams Act.

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

Mark Twain School utilizes SAVVAS (EnVision for Math and MyView for ELA) for Reading, English Language Arts, and Mathematics.

Opportunity and Equal Educational Access

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

Instruction is modified by the classroom teachers for all students to attain standard mastery. Teachers use formative and benchmark or end-of-unit assessments to measure the effectiveness of our instructional practices. When students do not demonstrate attainment of academic goals, we utilize RTI Response to Instruction strategies to reframe and reteach the content in a manner conducive to small-group or individual success. This form of differentiation ensures that interventions at the regular classroom levels support learners at succeeding. Collaboration and consultation with colleagues and specialists assist teachers with modifying curriculum or instruction to better our instructional effectiveness. Additional resources, including regular day and or extended day reteaching may be offered or proscribed to students who continue to underperform. We currently offer Freckle and the Supplementary Instruction programs for students who need extra assistance.

Evidence-based educational practices to raise student achievement

Mark Twain School utilizes, School City Assessments, Direct Instruction and Kagan strategies to raise student achievement.

Parental Engagement

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

The Resource Teacher facilitates a student success intervention team that meets to strategize and assist our challenged learners. Parents, teachers and students meet in Student Study Teams to create accessible goals for these students. Mark Twain also has two part-time social counselors who support families with issues that are critical to the student's ability to focus on academics while in school. Students will be referred to counseling services through the SST process.

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)

Funding

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

Fiscal support (EPC)

Corcoran Unified School District has budgeted funding and resources to support:

Ongoing teacher preparation
Flexible scheduling to extend learning time as necessary to support student success
Data analysis
Academic language development
Student health and safety

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Corcoran Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents are also participating members.

The school's SSC, staff, and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC), and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs.

Assessment. Information for all significant subgroups includes economically disadvantaged students, students with disabilities, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Corcoran Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-Student-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high-quality professional development, and support struggling students through the use of scientifically based research are included in the SPSA reforms and supplemental funding.

Mark Twain Elementary School provides opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions, and providing social-emotional supports for students.

The Single Plan for Student Achievement is reviewed and revised during the first trimester of each school year for approval by the Board of Education.

Our ELAC meets on the second Thursday of each month and our SSC meets on the third Thursday of each month.

Resource Inequities

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

Special Education students are one color below that of their peers on the California Dashboard regarding CAASPP results. The overall student population earned YELLOW in English. Language Arts, whereas Special Education students received ORANGE. There is a need to increase student achievement within the Special Education subgroup and overall English Language Arts achievement.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Grade 4	268	247	275
Grade 5	286	267	250
Total Enrollment	554	514	525

Conclusions based on this data:

1. The enrollment data from 2020-2021 documents the consistent majority of our students remaining to identify themselves as Hispanic/Latino (92.8%).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	93	72	74	16.8%	14.0%	14.1%
Fluent English Proficient (FEP)	141	148	148	25.5%	28.8%	28.2%
Reclassified Fluent English Proficient (RFEP)	80	13	2	57.6%	14.0%	2.8%

Conclusions based on this data:

1. English Language Development Instruction has effectively helped English Learners master academic language in English.

2. Fluent English Proficient (FEP 28.2%) and Reclassified Fluent English Proficient (RFEP 2.8%) has significantly decreased during the 2020-2021 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	283	264	273	279	258	266	279	258	266	98.6	97.7	97.4
Grade 5	284	282	249	283	277	240	283	277	239	99.6	98.2	96.4
All Grades	567	546	522	562	535	506	562	535	505	99.1	98	96.9

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	2430.	2432.	2391.	15.41	13.18	6.39	21.15	21.32	12.41	20.43	23.64	22.18	43.01	41.86	59.02
Grade 5	2449.	2458.	2447.	8.48	8.30	5.86	20.85	28.52	23.43	18.73	18.77	22.18	51.94	44.40	48.54
All Grades	N/A	N/A	N/A	11.92	10.65	6.14	21.00	25.05	17.62	19.57	21.12	22.18	47.51	43.18	54.06

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	16.13	13.95	6.39	44.80	43.41	53.38	39.07	42.64	40.23
Grade 5	14.13	13.00	6.69	40.64	45.13	64.02	45.23	41.88	29.29
All Grades	15.12	13.46	6.53	42.70	44.30	58.42	42.17	42.24	35.05

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

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 4	11.47	8.91	3.02	44.09	56.20	42.64	44.44	34.88	54.34
Grade 5	11.31	9.39	4.60	42.76	55.23	48.12	45.94	35.38	47.28
All Grades	11.39	9.16	3.77	43.42	55.70	45.24	45.20	35.14	50.99

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

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 4	8.96	13.18	4.14	66.31	60.47	72.56	24.73	26.36	23.31
Grade 5	8.83	8.30	6.69	51.59	59.21	71.55	39.58	32.49	21.76
All Grades	8.90	10.65	5.35	58.90	59.81	72.08	32.21	29.53	22.57

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 4	17.20	10.85	5.26	49.46	51.16	64.29	33.33	37.98	30.45
Grade 5	14.84	14.44	9.62	40.64	45.13	63.60	44.52	40.43	26.78
All Grades	16.01	12.71	7.33	45.02	48.04	63.96	38.97	39.25	28.71

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

Conclusions based on this data:

1. Reading is major concern with over 35% of Mark Twain students below standard.

2. Writing is major concern with over 51% of Mark Twain students below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	283	264	273	279	261	265	279	261	265	98.6	98.9	97.1
Grade 5	284	282	249	283	277	242	283	277	241	99.6	98.2	97.2
All Grades	567	546	522	562	538	507	562	538	506	99.1	98.5	97.1

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

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	2435.	2440.	2386.	5.02	6.90	1.13	26.88	23.37	7.17	27.96	35.63	33.21	40.14	34.10	58.49
Grade 5	2456.	2464.	2414.	7.42	7.58	0.83	13.43	11.91	3.32	27.21	32.49	26.97	51.94	48.01	68.88
All Grades	N/A	N/A	N/A	6.23	7.25	0.99	20.11	17.47	5.34	27.58	34.01	30.24	46.09	41.26	63.44

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	18.64	17.62	2.64	29.75	33.33	30.94	51.61	49.04	66.42
Grade 5	14.84	11.91	1.24	27.21	31.05	28.63	57.95	57.04	70.12
All Grades	16.73	14.68	1.98	28.47	32.16	29.84	54.80	53.16	68.18

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 4	7.53	7.28	1.89	43.37	46.36	39.25	49.10	46.36	58.87
Grade 5	4.95	5.05	1.66	34.98	44.04	44.81	60.07	50.90	53.53
All Grades	6.23	6.13	1.78	39.15	45.17	41.90	54.63	48.70	56.32

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 4	11.47	11.11	2.64	48.03	47.13	48.30	40.50	41.76	49.06
Grade 5	6.36	8.66	0.83	40.64	42.96	56.43	53.00	48.38	42.74
All Grades	8.90	9.85	1.78	44.31	44.98	52.17	46.80	45.17	46.05

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

Conclusions based on this data:

1. Overall students are struggling in mathematics as 63% of our students are below standard.

2. We need to focus on Concepts and Procedures as 56% of our students are below standard.

3. Problem Solving & Modeling/Data Analysis is a another area of concern as 68% of our students are below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	1494.9	1512.6	1475.5	1487.3	1497.6	1479.3	1502.1	1527.2	1471.3	58	46	41
5	1508.7	1516.4	1504.3	1499.1	1505.4	1498.9	1517.7	1526.8	1509.1	46	44	35
All Grades	1501.8			1493.2			1509.9			105	90	76

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

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	10.87	0.00	46.55	56.52	26.83	36.21	30.43	46.34	*	2.17	26.83	58	46	41
5	*	9.09	11.43	52.17	40.91	25.71	26.09	45.45	48.57	*	4.55	14.29	46	44	35
All Grades	12.38	10.00	5.26	48.57	48.89	26.32	31.43	37.78	47.37	*	3.33	21.05	105	90	76

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

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	18.97	26.09	26.83	63.79	50.00	31.71	*	17.39	19.51	*	6.52	21.95	58	46	41
5	30.43	29.55	28.57	56.52	38.64	48.57	*	27.27	11.43	*	4.55	11.43	46	44	35
All Grades	23.81	27.78	27.63	60.00	44.44	39.47	12.38	22.22	15.79	*	5.56	17.11	105	90	76

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	4.35	0.00	24.14	47.83	4.88	50.00	36.96	31.71	22.41	10.87	63.41	58	46	41
5	*	4.55	8.57	50.00	13.64	5.71	23.91	77.27	45.71	*	4.55	40.00	46	44	35
All Grades	*	4.44	3.95	35.24	31.11	5.26	38.10	56.67	38.16	21.90	7.78	52.63	105	90	76

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	18.97	21.74	21.95	74.14	63.04	53.66	*	15.22	24.39	58	46	41
5	30.43	13.64	14.29	63.04	72.73	71.43	*	13.64	14.29	46	44	35
All Grades	23.81	17.78	18.42	69.52	67.78	61.84	*	14.44	19.74	105	90	76

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	34.48	41.30	34.15	63.79	54.35	46.34	*	4.35	19.51	58	46	41
5	52.17	63.64	57.14	43.48	29.55	31.43	*	6.82	11.43	46	44	35
All Grades	41.90	52.22	44.74	55.24	42.22	39.47	*	5.56	15.79	105	90	76

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	4.35	0.00	63.79	82.61	41.46	31.03	13.04	58.54	58	46	41
5	*	4.55	5.71	71.74	77.27	51.43	26.09	18.18	42.86	46	44	35
All Grades	*	4.44	2.63	66.67	80.00	46.05	29.52	15.56	51.32	105	90	76

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	17.39	2.44	70.69	78.26	53.66	*	4.35	43.90	58	46	41
5	47.83	11.36	8.57	43.48	86.36	57.14	*	2.27	34.29	46	44	35
All Grades	30.48	14.44	5.26	58.10	82.22	55.26	11.43	3.33	39.47	105	90	76

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

Conclusions based on this data:

1. Reading is a significant area of concern with more than 50% of our students scoring in the beginning level.

2. Writing is an area of concern with more than 40% of our students scoring in the beginning level.

School and Student Performance Data
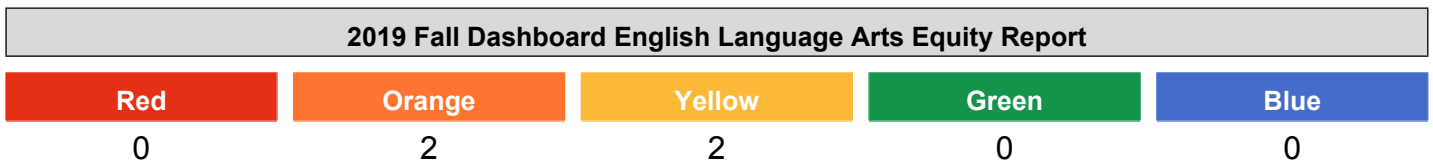
Student Population

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
525	**94.9**	**14.1**	**0.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	74	14.1
Foster Youth	3	0.6
Homeless	1	0.2
Socioeconomically Disadvantaged	498	94.9
Students with Disabilities	50	9.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.7
American Indian or Alaska Native	1	0.2
Asian	1	0.2
Filipino	1	0.2
Hispanic	487	92.8
Two or More Races	1	0.2
Native Hawaiian or Pacific Islander		
White	25	4.8

Conclusions based on this data:

1. Mark Twain Elementary School has a significant Socioeconomically Disadvantaged (94.9%) student population.

2. Mark Twain Elementary School has a predominantly Hispanic (92.8%) student population.

3. Mark Twain Elementary School has a significant English Learners (14.1%) student population.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Chronic Absenteeism is a significant area of concern as the dashboard indicated RED.

2. English Language Arts and Mathematics have increased from the previous year.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
41.2 points below standard	44.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++6 points	Increased ++4.7 points	
		3
513	212	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	45.2 points below standard	103.9 points below standard
	Increased ++8.5 points	Increased Significantly ++26.9 points
5	467	56

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
65.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++38.5 points	1	1	1
14			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
43.3 points below standard	0 Students	0 Students	22.7 points above standard
Maintained ++1.9 points			Increased Significantly ++69.6 points
476			20

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
115.5 points below standard	7.5 points below standard	39.2 points below standard
Maintained ++1.6 points	Declined -4.2 points	Increased ++7.4 points
72	140	300

Conclusions based on this data:

1. African American (38.5 points) students and White (69.6 points) students ELA performance increased significantly.

2. Hispanic (1.9 points) maintained their ELA performance.

3. RFEP (-4.7 points) students showed a decline in their ELA performance.

School and Student Performance Data
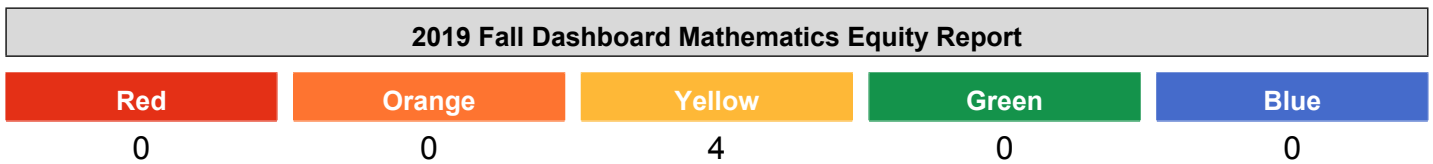
Academic Performance
Mathematics

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	4	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
53.2 points below standard	52.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.6 points	Increased ++6.3 points	
513	213	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	57 points below standard	86.6 points below standard
	Increased ++9 points	Increased Significantly ++43.2 points
6	467	55

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
97.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++16 points	1	2	1
14			

Hispanic	Two or More Races	Pacific Islander	White
Yellow			No Performance Color
54.4 points below standard			0.7 points below standard
Increased ++5 points			Increased Significantly ++51.1 points
475			20

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.3 points below standard	23.8 points below standard	54.1 points below standard
Increased ++4.9 points	Maintained -1.5 points	Increased ++8.9 points
72	141	299

Conclusions based on this data:

1. African American (16 points) students and White (51.1 points) students had a significant increase in their Mathematics performance.

2. Hispanic (5 points), EL (4.9 points), EO (8.9 points) students increased their Mathematics performance.

3. RFEP (-1.5 points) maintained their Mathematics performance.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
64.7 making progress towards English language proficiency
Number of EL Students: 85
Performance Level: High
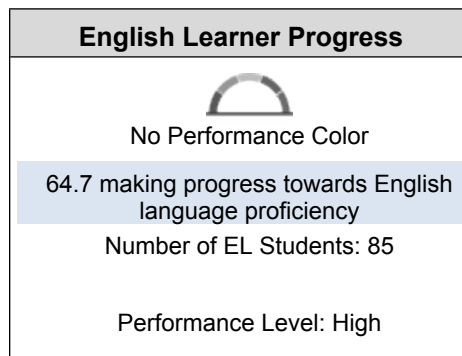
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8.2	27.0		64.7

Conclusions based on this data:

1. 64.7% of EL students grew at least one ELPI

2. 8.2% of EL students decreased one ELPI

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
11.6	9.5	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +3.2	Increased +4	6
577	116	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Orange
41.7	12.2	19.7
Increased +38.4	Increased Significantly +3.9	Increased +10.6
12	526	61

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
17.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.9	3	8	1
17			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
11.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	12.5
Increased Significantly +3.4	0	0	Declined -2.9
524			24

Conclusions based on this data:

1. Increase in absenteeism for all student groups.

2. Decline with White (2.9%) students.

3. Increase with all other race/ethnicity groups.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

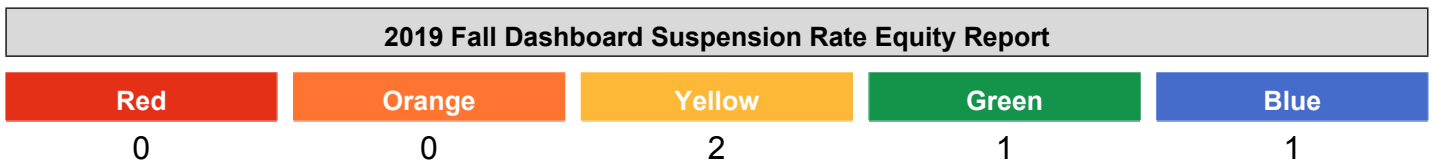## Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	1	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
2.9	3.4	Less than 11 Students - Data Not
Declined Significantly -2.5	Declined -0.7	6
590	118	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Blue
7.7	3.2	0
Increased +1.2	Declined Significantly -2.4	Declined -5.5
13	539	63

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
10.5	Less than 11 Students - Data 3	Less than 11 Students - Data 8	Less than 11 Students - Data 1
Declined -5.3 19			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green			No Performance Color
2.4			4.2
Declined Significantly -2.7 535			Increased +0.5 24

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.4	2.9

Conclusions based on this data:

1. Increase in suspension for homeless student population.

2. Decrease for African America (-5.3%) and Hispanic (-2.7%) students.

3. Decrease for overall student population (-2.5%)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts, Math, and Science

LEA/LCAP Goal

Students will receive a broad and rigorously academic educational program that builds towards college and career readiness.

Implementation of CA Standards: All students will take the benchmark assessments that are aligned to CA standards as measured by School City data reports.

Goal 1

In an ongoing effort to increase student achievement and attain one level of growth on each Claim in all content areas by Spring 2022 as evidenced by unit, district assessments, and California Assessment of Student Performance (CAASPP) the Mark Twain Staff will shift our instructional practice to align with the CAASPP and monitor student achievement through a school-wide weekly systemic RTI process.

During 2021-2022, Mark Twain School will implement school-wide instructional strategies to include common planning, student discourse strategies, and common formative assessments that are aligned to the CAASPP.

Next Generation Science Standards - Develop an implementation plan for Next Generation Science Standards that includes professional development, collaboration, and resources.

Identified Need

To close the achievement gaps between subgroups of students who are under-performing on the California Assessment of Student Performance and Progress (CAASPP) and New Generation Science (NGSS) State standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts/Literacy (ELA) & Mathematics Summative Assessments CAASPP California Spanish Assessment - ELA & Mathematics CAA – California Alternate Assessment - ELA & Mathematics	CAASPP ELA-Spring 2021 4th Grade 18.56% of "All 4th Graders Tested" met/exceeded the standard. 0% of "All 4th Grade English Learners Tested" met/exceeded standard. 27.14% of "All 4th Grade RFEP students tested" met/exceeded the standard.	CAASPP ELA-Spring 2022 4th Grade 25% of "All 4th Graders Tested" meet/exceed 5th Grade 35% of "All 5th Graders Tested" meet/exceed the standard. CAASPP MATH-Spring 2022 4th Grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District ELA Benchmark: Fall, Winter, Spring District Math Benchmark: Fall, Winter, Spring Ongoing Standards-Based Intervention Assessments	3.85% of "All 4th Grade SpEd students tested" met/exceeded the standard. 5th Grade 28.99% of "All 5th Graders Tested" met/exceeded the standard. 9.09% of "All 5th Grade English Learners Tested" met/exceeded standard. 39.73% of "All 5th Grade RFEP students tested" met/exceeded the standard. 5.88% of "All 5th Grade SpEd students tested" met/exceeded the standard. CAASPP MATH-Spring 2021 4th Grade 8.34% of "All 4th Graders Tested" met/exceeded the standard. 0% of "All 4th Grade English Learners Tested" met/exceeded standard. 14.29% of "All 4th Grade RFEP students tested" met/exceeded the standard. 3.85% of "All 4th Grade SpEd students tested" met/exceeded the standard. 5th Grade 4.2% of "All 5th Graders Tested" met/exceeded the standard. 0% of "All 5th Grade English Learners Tested" met/exceeded standard. 5.48% of "All 5th Grade RFEP students tested" met/exceeded the standard. 5.88% of "All 5th Grade SpEd students tested" met/exceeded the standard. All students had access to standards-aligned, district-adopted materials as measured by the Williams report.	15% of "All 4th Graders Tested" meet/exceed the standard. 5th Grade 10% of "All 5th Graders Tested" meet/exceed the standard. District ELA Benchmark Spring 2022: 4th Grade: 28% meet/exceed the standard. 5th Grade: 46% meet/exceed the standard. District Math Benchmark Spring 2022: 4th Grade 25% meet/exceed the standard. 5th Grade: 27% meet/exceed the standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All students were instructed in a standards-based curriculum in all core subject areas, as measured by lesson plans and observations. All students had access to a broad course of study, including ELA, Math, Science, STEM, P.E., and ELD, as appropriate. District ELA Benchmark Spring 2021: 4th Grade: 18.63% met/exceeded the standard. 5th Grade: 36.63% met/exceeded the standard. District Math Benchmark Spring 2021 4th Grade 15.58%f met/exceeded the standard. 5th Grade: 17.69% met/exceeded the standard.	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Literacy

Building knowledge through content-rich non-fiction Reading, writing, and speaking grounded in evidence from the text, both literary and informational.

Regular practice with complex text and its academic language.

Implement SAAVAS to improve curriculum and create a learning environment that requires 21st Century Skills to attain proficiency.

Site technology plans to include repairs, upgrades, replacement, and modifications for iPad & computer hardware and curriculum to meet the needs of students and prepare them for state assessments. This includes published materials, apps, and software.

Add teachers and paraprofessionals when funding is available to reduce the size of classes and intervention groups.

Increase the number of days for professional development. Training will focus on Instruction, student management, and technology.

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

Amount(s)	Source(s)
1628.37	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies SeeSaw App
6879.91	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Renaissance Learning (Accelerated Reader)
18285.00	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Renaissance Learning (Freckle App)
31000.00	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Imagine Learning
5569.47	Title I Part A: Allocation 4000-4999: Books And Supplies Illuminate (SchoolCity)
2074.68	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Pear Deck
9000.00	Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Professional Development and Coaching for ELA teachers (KCOE)

2620.80	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies CA Standard Bookmarks for ELA and Math (Teacher instructional resource)
21,700.38	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Chromebooks and Charging Carts for classroom checkout

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Reading and Math Intervention
Utilize researched reading intervention strategies to help each student grow at least one grade level or more by the end of the school.

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

Amount(s)	Source(s)
125,678.00	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Certificated Personnel Salaries/3000-3999 Benefits
448.51	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies McGraw Hill Reading Mastery Workbooks

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

TCOE/ERS media supports disseminating successful practices to improve student achievement, including library instructional media resources and services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7135.64	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Curriculum and Instruction (library services)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2020-2021 school year all students had access opportunities to continue their education via in-person instruction or through distance learning. All students were using the same curriculum regardless of their choice to be in-person for instruction or to work from home with the distance learning option. Teachers worked to develop lessons that would engage students while also following the COVID protocols that were in place. The hours for in-person instruction were decreased as students went home earlier. However, teachers were encouraged to bring in small groups of students to work with and support the students' learning in a smaller setting. Students that were on distance learning were brought in for State testing.

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

The budget was not impacted by the COVID protocols. However, the daily implementation of lessons was impacted when students and or staff were out sick because of COVID. We did not meet our goals that were in our 2020-2021 SPSA for both ELA and Math. Because of this, we are working on being more focused and intentional with our lessons and also the implementation of our RTI and other intervention resources.

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

For the 2021-2022 SPSA we are setting the goals up differently then we have previously. In the past we made a school-wide goal. This year the goals will be listed for each grade-level. It is our belief that we will be able to gather more precise information with the goals listed by grade-level.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

English learner access to the California State Standards and English Language Development (ELD) Standards to gain proficiency: Benchmarks, ELD pre and post assessments , English Language Proficiency Assessment for California Test (ELPAC) as measured by level or scale score

Goal 2

During the 2021-2022 school year, Mark Twain School will support its English language Learners in improving their ELPAC scores. Teachers will provide our English Language Learners with 30-minutes, five times a week of Designated ELD and Integrated ELD throughout their core curriculum subjects.

Identified Need

Improve English Language Arts (ELA) and English Language Development (ELD) proficiency rates for all students, with focus on English Language Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessments for California (ELPAC)	5.33% of student scored a Level 4 28% of students scored a Level 3 48% of students scored a Level 2 18.67% of students scored a Level 1	Increase the percentage of students scoring a Level 3 and Level 4 by 10% on the Spring 2022 ELPAC

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner Students (EL)

Strategy/Activity

Monitor to ensure students' proficiency in English continues using student performance data.

Professional Development for teachers to increase knowledge and understanding of Designated and Integrated ELD supports and standards.

Lesson plan development that incorporates English language acquisition strategies and supports.

Rosetta Stone

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

Amount(s)	Source(s)
2250.00	Title III 5000-5999: Services And Other Operating Expenditures Computer software for language acquisition
2268.00	Title III 4000-4999: Books And Supplies Ellevation (Computer Software for EL/RFEP Student data)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The current ELD activities and strategies implemented in our ELD program have shown student growth in language and vocabulary acquisition over time. The 2020-2021 school year had its challenges with distance learning and the same level of growth was not seen as previous years or as was expected for the 2020-2021 school year.

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

Our ELD lessons include implementation of task types and daily language focus that will enable our students to achieve their ELD goals. For the 2020-2021 school year it was a struggle to have students on distance learning and trying to maintain the designated ELD time with other students on iPads. This was a struggle for in-person lessons as well with trying to follow social distancing protocols.

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

There was no drastic material difference in proposed and actual expenditures. The results for the2020-2021 ELPAC were not as encouraging as we had hoped. We will continue to work with teachers on assessing student need, lesson delivery, and use of resources to increase student growth in language acquisition.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Environment

LEA/LCAP Goal

To ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy and nurturing school environment throughout the district.

Goal 3

Mark Twain School will provide a safe school environment with our MTSS (multi-tiered systems of support). Structures will be in place for academic, behavioral, and social-emotional support of our students. Each of these tiers value diversity and help build capacity in students and staff by providing ongoing support and collaboration on a daily basis. Mark Twain School will use an inquiry-based system to monitor and evaluate our academic, behavioral, social-emotional tiers.

Identified Need

A safe learning environment is essential for students of all ages. Without it, they are unable to focus on learning the skills needed for a successful education and future.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students suspended from school	0.4% of students were suspended during the 2020-2021 school year.	During the 2021-2022 school year we would like to maintain a below 5% suspension rate.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Create a school climate that will generate fewer discipline issues (resulting in suspensions).

Utilize technology to improve communication with all stakeholders.

Utilize strategies and activities to improve the students' connection to the school and their teachers.

Increased student achievement and participation.

Improve school climate through daily mindfulness activities, social-emotional lessons, more counseling resources, and additional training for our faculty.

Utilize collaborative strategies (to include but not be limited to Kagan Structures).

Implement and utilize the tools and practices that are supported by Capturing Kids Hearts

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF 5000-5999: Services And Other Operating Expenditures PBIS & MTSS

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide a district mental health clinician (1/3 at MT) to support mental health of students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
43,456.33	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Salary/ 3000-3999 Benefits

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

MTSS (multi-tiered systems of support) are implemented throughout the day. Academic needs are being met with strong tier 1 first teaching and tier 2/tier 3 where the needs are identified. Behavioral needs are being met with the implementation of PBIS and CKH. Again a strong tier 1 for all students and tier 2/tier 3 where needs are identified. Social-emotional supports are being implemented with daily mindfulness activities, scheduled whole-class or small groups lessons and tier 2/tier 3 counseling interventions as the need is identified.

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

Referrals are very minimal; our school culture is very positive and students enjoy coming to school as shown by our attendance rates.

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

During the 2021-2022 school year we continue to encourage a strong tier 1 behavior system in each classroom. We also added Capturing Kids Hearts activities to our morning procedures. The addition of a Behavior Support for teachers (Google Docs) to be completed when tier 1 interventions are no longer effective with students has also helped to identify the supports that teachers need to maintain an effective learning environment. The addition of support staff for counseling services, both individual and small group, has also helped to decrease our behavior-related issues. A weekly behavior (CKH) update is given during each Wednesday staff meeting.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Community Involvement

LEA/LCAP Goal

Support parents, families and community members engagement with the education of their children and the students in the Corcoran Unified School District.

Goal 4

Mark Twain School will increase parent, family and community members' engagement with student activities and education by 5% during the 2021-2022 school year. Mark Twain School will utilize technology resources as well as written correspondence to provide information and direction for our parent and community stakeholders.

Identified Need

Parent and community engagement in the School Site Council, the ELAC, and the LCAP Parent Advisory Committee are priorities in order to involve parents in decision making and outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-In Sheets for Parent Conferences, Open House, and Back to School Night	70% average parent participation for conferences.	Increase parent participation in all events by 5%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilize Twitter, ParentLink, the school website, and other social media outlets for advertising and communicating to announce school activities, events, and meetings as well as the need for parent volunteers for such activities.
Utilize ParentLink for communicating to announce activities, events, and meetings as well as positive comments about students from teachers and administrators.

Parent Involvement:

* Parent meetings will be scheduled that provide parents with a variety of information.
* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
* Parent meetings will be scheduled to discuss individual student progress.
* Phone calls and notes home to inform parents of the meetings.
* Translation services and oral interpretation services support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
*In order to fulfill parent requests to support parents in understanding their child's academic performance, in their home language, translation services or interpretation of parent conferences has been provided to assist teachers in communicating students' academic performance in class.

Parent Ed funds are available through the district.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3780.00	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Translating for parent conferences/Parent Involvement/3000-3999 Benefits

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Communication continues to be essential to student success and parent involvement in site goals. Utilize Twitter, ParentLink, the school website, and other social media outlets for advertising and communicating to announce school activities, events, and meetings as well as the need for parent volunteers for such activities.
Utilize ParentLink for communicating to announce activities, events, and meetings as well as positive comments about students from teachers and administrators.

Parent Involvement:
* Parent meetings will be scheduled that provide parents with a variety of information.
* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.

* Parent meetings will be scheduled to discuss individual student progress.
* Phone calls and notes home to inform parents of the meetings.
* Translation services and oral interpretation services support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
*In order to fulfill parent requests to support parents in understanding their child's academic performance, in their home language, translation services or interpretation of parent conferences has been provided to assist teachers in communicating students' academic performance in class.

Parent Ed funds are available through the district.

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

As measured by the attendance at site events, parent conferences, open house, back to school night. Parents are pleased with the communication and events at the site.

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

There was no drastically material difference in proposed and actual expenditures.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$227,822.08
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$288,775.09

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$56,161.44
Title I Part A: Basic Grants Low-Income and Neglected	$223,095.65
Title III	$4,518.00

Subtotal of additional federal funds included for this school: $283,775.09

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$5,000.00

Subtotal of state or local funds included for this school: $5,000.00

Total of federal, state, and/or local funds for this school: $288,775.09

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Basic Grants Low-Income and Neglected	227822.08	4,726.43
Title I Part A: Allocation	56161.44	0.00
Title III	4518.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	5,000.00
Title I Part A: Allocation	56,161.44
Title I Part A: Basic Grants Low-Income and Neglected	223,095.65
Title III	4,518.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	125,678.00
2000-2999: Classified Personnel Salaries	47,236.33
4000-4999: Books And Supplies	92,475.12
5000-5999: Services And Other Operating Expenditures	14,385.64
5800: Professional/Consulting Services And Operating Expenditures	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	43,456.33

4000-4999: Books And Supplies	Title I Part A: Allocation	5,569.47
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	7,135.64
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	125,678.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	3,780.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	84,637.65
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	9,000.00
4000-4999: Books And Supplies	Title III	2,268.00
5000-5999: Services And Other Operating Expenditures	Title III	2,250.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	232,020.76
Goal 2	4,518.00
Goal 3	48,456.33
Goal 4	3,780.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
JJ Albert	Principal
Falisha Cox	Classroom Teacher
Julio Trinidad	Classroom Teacher
Haley Highfill	Classroom Teacher
Crystal Aguilar	Other School Staff
Michelle Ramirez	Parent or Community Member
Christina Vasquez	Parent or Community Member
Vanessa Ramirez	Parent or Community Member
Dolores Hernandez	Parent or Community Member
Alisa Gomez	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 2/15/2022.

Attested:

Principal, JJ Albert on 2/15/2022

SSC Chairperson, Dolores Hernandez on 2/15/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

● Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

  1. Ensure that those students' difficulties are identified on a timely basis; and

  2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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