

School Year: **2020-21**



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
Kellogg Elementary School	42691956045488	December 17, 2020	January 20, 2021

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 purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards.

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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).

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools. All parents of students considered to be English Language Learners will give input through the English Learners Needs Assessment survey. This survey will be sent out both digitally and hard copy. Results of this survey will be shared with the Kellogg School English Learner Advisory Council.

Classroom Observations

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

Site leaders regularly observe classrooms formally and informally to assess school needs and give feedback to personnel. District leadership makes regular site visits through classrooms with principals to observe and reflect on successes and areas for improvement.

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)

State and local assessment data is available to District and site leadership and teachers/staff. Additionally, benchmark data is compiled and summarized in reports for ease of use.

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

All students take STAR 360 Early Literacy or Reading/Math assessments bi-monthly. Additionally, students will take common formative assessments in math twice per unit, along with the summative assessments their teacher elects to use. Students will also take common formative assessments in Language Arts, along with the summative assessments their teacher elects to use. Teachers may add any additional assessments they feel necessary to inform their practice. Informal observation is done regularly by teachers, staff, and site leadership.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified.

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

All teachers are highly qualified and continue to be professionally developed in instructional strategies and curriculum needs. Staff meeting are used to professionally develop staff in the areas of Differentiation, English Language Development, and Gifted Student Services.

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

Staff development planning is based on leadership and teacher input regarding instructional needs, as well as an analysis of student successes and areas for improvement.

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

New teachers are supported with the County's teacher induction program, as well as a four-part new teacher series to support the development of district-specific programs. All teachers participate in ongoing professional development at the beginning of the school year and monthly as a District. Teachers and staff focus on learning differentiated for the school site during staff meetings and PLC meetings. Additional support is available, as needed, from site and district leadership.

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

Teachers meet regularly in District and site professional development opportunities or staff meetings. General education teachers are provided release time embedded within the school day to meet as a grade level professional learning community. Support staff can design their schedules to accommodate meeting with their teachers, and support is in process to ensure continuity of this cross-collaboration.

Teaching and Learning

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

Teachers utilize the Common Core State Standards to guide their planning. They use District adopted curriculum as the foundation for their instruction.

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

Students receive their core Tier I instruction in their homeroom classroom for English Language Arts and Math. Adherence to the recommended amount of instructional minutes is reviewed annually at the beginning of the year by site leadership in a review of master schedules.

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

Site and District Leadership work together with teachers to ensure that all students have adequate access to Tier I core instruction during content areas. Targeted intervention and extension time also part of the daily routine.

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

All students have access to District adopted materials for English Language Arts, Math, Science, and Social Studies. Differentiation strategies and materials are available to students as necessary.

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

SBE-adopted core and ancillary materials are available to all students in English Language Arts/Literacy, English Language Development, Mathematics, Social Studies, and Science.

Opportunity and Equal Educational Access

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

Teachers and staff are professionally developed to provide a high-quality program of instruction and support to all students.

Evidence-based educational practices to raise student achievement

District and site leadership, District committees, and Teachers on Special Assignment regularly incorporate research in the development of their work and as the basis of their work with teachers and staff.

Parental Engagement

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

Goleta Union School District values its partnerships with the community to serve our families. Resources are available in areas of academic, social/emotional, behavioral, after-school childcare and enrichment, and more as needed.

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)

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools. Input is solicited on core programs, as well as comprehensive supplemental services.

Funding

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

Additional targeted intervention and extension is made available for students who are, or were ever, an English learner. Additionally, access to additional support and summer school is available to students with academic needs.

Fiscal support (EPC)

Our site receives funds to support our needs. Additional partnerships with our parent organizations and the community complement the District support.

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), which is comprised of an equal number of parents and staff, works to review input from various stakeholders in the school community including teachers, staff, parents, leadership, and community partners, along with student performance data to develop the school plan. The school plan and survey results were also discussed with the ELAC EL Parent Committee.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.92%	0.66%	0.66%	4	3	3
Asian	11.98%	11.87%	9.87%	52	54	45
Filipino	0.23%	0.22%	0.22%	1	1	1
Hispanic/Latino	37.56%	35.38%	34.43%	163	161	157
Pacific Islander	%	%	0%			0
White	40.78%	44.84%	46.27%	177	204	211
Multiple/No Response	1.15%	1.1%	7.24%	5	5	6
Total Enrollment				434	455	456

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	80	90	56
Grade 1	63	61	71
Grade 2	64	68	60
Grade 3	56	63	71
Grade 4	60	64	67
Grade 5	54	59	65
Grade 6	57	50	66
Total Enrollment	434	455	456

Conclusions based on this data:

1. Students at Kellogg School are predominately White (~46%) and Hispanic/Latino (~34%). The overall number of White students and increased over the last few years, while the number of Hispanic/Latino students have decreased over the past few year.
2. There has been a significant increase in enrollment at Kellogg School over the last few years. In 2016-2017, there were 413 students enrolled. In 2019-2020 there are approximately 460 students enrolled.
3. There was a decrease in our kindergarten enrollment due to the movement of our TK class to another campus.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	115	106	88	26.5%	23.3%	19.3%
Fluent English Proficient (FEP)	40	43	63	9.2%	9.5%	13.8%
Reclassified Fluent English Proficient (RFEP)	20	13	15	16.3%	11.3%	14.2%

Conclusions based on this data:

1. The percentage of English Learners at Kellogg School has declined over the last few years. Approximately 30% of students enrolled at Kellogg identified as English learners in 2016-2017 and approximately 20% enrolled for 2019-2020.
2. It should be noted that California changed to a different initial and annual English Learner assessment in the spring of 2018 called the English Learner Proficiency Assessments for California (ELPAC).
3. The overall number of students that were reclassified dropped from 20 in 2017-2018 to 15 in 2019-2020.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52	55	63	51	53	62	51	53	62	98.1	96.4	98.4
Grade 4	48	56	59	48	55	59	48	55	59	100	98.2	100
Grade 5	55	52	58	54	49	57	54	49	57	98.2	94.2	98.3
Grade 6	52	58	48	51	58	47	51	58	47	98.1	100	97.9
All Grades	207	221	228	204	215	225	204	215	225	98.6	97.3	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2482.	2466.	2493.	52.94	37.74	61.29	19.61	26.42	14.52	9.80	24.53	12.90	17.65	11.32	11.29
Grade 4	2504.	2504.	2505.	35.42	45.45	38.98	37.50	20.00	28.81	18.75	10.91	16.95	8.33	23.64	15.25
Grade 5	2557.	2575.	2557.	50.00	44.90	47.37	22.22	42.86	26.32	12.96	10.20	10.53	14.81	2.04	15.79
Grade 6	2578.	2591.	2587.	37.25	44.83	31.91	35.29	31.03	51.06	17.65	13.79	12.77	9.80	10.34	4.26
All Grades	N/A	N/A	N/A	44.12	43.26	45.78	28.43	29.77	28.89	14.71	14.88	13.33	12.75	12.09	12.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	50.98	35.85	56.45	31.37	49.06	32.26	17.65	15.09	11.29	
Grade 4	39.58	43.64	37.29	52.08	38.18	50.85	8.33	18.18	11.86	
Grade 5	57.41	46.94	54.39	27.78	53.06	33.33	14.81	0.00	12.28	
Grade 6	39.22	60.34	53.19	45.10	24.14	38.30	15.69	15.52	8.51	
All Grades	47.06	46.98	50.22	38.73	40.47	38.67	14.22	12.56	11.11	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.94	39.62	50.00	29.41	41.51	35.48	17.65	18.87	14.52
Grade 4	27.08	41.82	33.90	58.33	32.73	52.54	14.58	25.45	13.56
Grade 5	51.85	51.02	49.12	38.89	44.90	35.09	9.26	4.08	15.79
Grade 6	54.90	46.55	31.91	33.33	41.38	59.57	11.76	12.07	8.51
All Grades	47.06	44.65	41.78	39.71	40.00	44.89	13.24	15.35	13.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.25	33.96	51.61	58.82	56.60	45.16	3.92	9.43	3.23
Grade 4	35.42	34.55	28.81	54.17	58.18	64.41	10.42	7.27	6.78
Grade 5	37.04	40.82	36.84	51.85	55.10	49.12	11.11	4.08	14.04
Grade 6	31.37	36.21	27.66	54.90	55.17	65.96	13.73	8.62	6.38
All Grades	35.29	36.28	36.89	54.90	56.28	55.56	9.80	7.44	7.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.98	39.62	53.23	33.33	47.17	33.87	15.69	13.21	12.90
Grade 4	29.17	43.64	32.20	60.42	43.64	54.24	10.42	12.73	13.56
Grade 5	46.30	59.18	57.89	38.89	36.73	28.07	14.81	4.08	14.04
Grade 6	45.10	55.17	53.19	41.18	37.93	42.55	13.73	6.90	4.26
All Grades	43.14	49.30	48.89	43.14	41.40	39.56	13.73	9.30	11.56

Conclusions based on this data:

1. Due to COVID-19 Pandemic there is no data for 19/20. Conclusions are based on past three years. Participation in CAASPP assessments are consistently strong.
2. Overall scaled scores continue to increase slightly overall. Approximately (~43%) of students exceed the standard and (~29%) meet the standard in overall English Language Arts/Literacy achievement. Approximately (~14%) nearly meet and (~12%) do not meet the overall achievement standards in ELA. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. The claims demonstrate that many students exceed in reading (~47%), writing (~46%) and Research/Inquiry (~45%). The majority of remaining students (~39%) meet or nearly meet the reading and writing standards and even higher in the research/inquiry standards (42%). Listening is an area few students struggle (~7% not met).

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52	55	63	52	55	62	52	55	62	100	100	98.4
Grade 4	49	56	59	49	56	59	49	56	59	100	100	100
Grade 5	55	52	58	54	50	57	54	50	57	98.2	96.2	98.3
Grade 6	52	58	48	51	58	47	51	58	47	98.1	100	97.9
All Grades	208	221	228	206	219	225	206	219	225	99	99.1	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2494.	2474.	2482.	55.77	41.82	43.55	23.08	23.64	24.19	11.54	23.64	20.97	9.62	10.91	11.29
Grade 4	2513.	2526.	2517.	34.69	46.43	38.98	34.69	30.36	25.42	18.37	10.71	23.73	12.24	12.50	11.86
Grade 5	2568.	2544.	2559.	61.11	42.00	56.14	7.41	16.00	17.54	14.81	32.00	8.77	16.67	10.00	17.54
Grade 6	2583.	2608.	2570.	41.18	60.34	31.91	23.53	13.79	29.79	21.57	15.52	27.66	13.73	10.34	10.64
All Grades	N/A	N/A	N/A	48.54	47.95	43.11	21.84	21.00	24.00	16.50	20.09	20.00	13.11	10.96	12.89

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	73.08	54.55	53.23	15.38	34.55	29.03	11.54	10.91	17.74	
Grade 4	48.98	62.50	49.15	34.69	17.86	28.81	16.33	19.64	22.03	
Grade 5	66.67	52.00	61.40	12.96	32.00	19.30	20.37	16.00	19.30	
Grade 6	49.02	67.24	40.43	27.45	17.24	40.43	23.53	15.52	19.15	
All Grades	59.71	59.36	51.56	22.33	25.11	28.89	17.96	15.53	19.56	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	55.77	54.55	50.00	28.85	25.45	33.87	15.38	20.00	16.13	
Grade 4	42.86	53.57	44.07	38.78	30.36	38.98	18.37	16.07	16.95	
Grade 5	53.70	30.00	52.63	24.07	60.00	29.82	22.22	10.00	17.54	
Grade 6	43.14	53.45	40.43	39.22	27.59	40.43	17.65	18.97	19.15	
All Grades	49.03	48.40	47.11	32.52	35.16	35.56	18.45	16.44	17.33	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55.77	43.64	53.23	34.62	32.73	33.87	9.62	23.64	12.90
Grade 4	36.73	57.14	42.37	48.98	25.00	42.37	14.29	17.86	15.25
Grade 5	53.70	38.00	45.61	29.63	42.00	38.60	16.67	20.00	15.79
Grade 6	43.14	53.45	23.40	41.18	31.03	61.70	15.69	15.52	14.89
All Grades	47.57	48.40	42.22	38.35	32.42	43.11	14.08	19.18	14.67

Conclusions based on this data:

1. Due to COVID-19 Pandemic there is no data for 19/20. Conclusions are based on past three years. Students participation in CAASPP assessments are consistently strong.
2. Overall scaled scores continue to increase slightly overall. Approximately (~48%) of students exceed the standard and (~21%) meet the standard in overall Math achievement. Approximately (~18%) nearly meet and (~12%) do not meet the overall achievement standards in Math. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. Approximately 59% of students exceed the standard in concepts/procedures and 24% are near/meeting the standard. Another 16% are not meeting the standard. Problem solving/Data Analysis and Communicating reasoning each have about ~48% exceeding the standard, ~34% near/meeting the standard, and another ~17% not meeting the 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	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1453.5	1426.8	1464.8	1435.1	1426.8	1406.9	25	18
Grade 1	1500.9	1476.2	1500.1	1459.9	1501.3	1492.1	19	17
Grade 2	1546.9	1513.9	1561.7	1493.2	1531.5	1533.9	19	17
Grade 3	1474.9	1520.7	1460.4	1520.5	1489.0	1520.3	23	21
Grade 4	1502.7	1491.6	1502.5	1479.9	1502.5	1502.8	14	13
Grade 5	*	*	*	*	*	*	*	8
Grade 6	*	*	*	*	*	*	*	5
All Grades							109	99

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.00	11.11	*	72.22	*	11.11	*	5.56	25	18
1	73.68	23.53	*	64.71	*	5.88		5.88	19	17
2	84.21	41.18	*	41.18		11.76	*	5.88	19	17
3	*	52.38	52.17	23.81	*	14.29	*	9.52	23	21
4	*	15.38	*	53.85	*	23.08	*	7.69	14	13
5	*	*	*	*		*		*	*	*
6	*	*	*	*		*		*	*	*
All Grades	48.62	31.31	32.11	49.49	11.93	12.12	*	7.07	109	99

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.00	16.67	*	61.11	*	16.67	*	5.56	25	18
1	73.68	23.53	*	52.94	*	17.65		5.88	19	17
2	94.74	41.18		47.06		5.88	*	5.88	19	17
3	*	61.90	*	14.29	*	14.29	*	9.52	23	21
4	*	7.69	*	76.92	*	7.69	*	7.69	14	13
5	*	*	*	*	*	*		*	*	*
6	*	*	*	*		*		*	*	*
All Grades	60.55	36.36	22.02	45.45	10.09	11.11	*	7.07	109	99

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	11.11	*	50.00	*	33.33	*	5.56	25	18
1	*	35.29	*	35.29	*	23.53	*	5.88	19	17
2	73.68	35.29	*	35.29	*	23.53	*	5.88	19	17
3	*	42.86	*	23.81	*	19.05	*	14.29	23	21
4	*	7.69	*	38.46	*	46.15	*	7.69	14	13
5	*	*	*	*	*	*		*	*	*
6		*	*	*	*	*		*	*	*
All Grades	33.94	28.28	30.28	32.32	24.77	31.31	11.01	8.08	109	99

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	72.00	44.44	*	50.00	*	5.56	25	18	
1	84.21	64.71	*	29.41	*	5.88	19	17	
2	94.74	47.06		47.06	*	5.88	19	17	
3	*	42.86	60.87	47.62	*	9.52	23	21	
4	*	15.38	*	76.92	*	7.69	14	13	
All Grades	64.22	42.42	28.44	50.51	*	7.07	109	99	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.00	11.11	*	83.33	*	5.56	25	18
1	78.95	5.88	*	88.24		5.88	19	17
2	89.47	29.41	*	64.71	*	5.88	19	17
3	*	71.43	*	19.05	*	9.52	23	21
4	*	30.77	*	61.54	*	7.69	14	13
5	*	*	*	*	*	*	*	*
All Grades	63.30	36.36	25.69	56.57	11.01	7.07	109	99

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	76.00	94.44	*	5.56	25	18
1	*	52.94	*	41.18	*	5.88	19	17
2	73.68	35.29	*	52.94	*	11.76	19	17
3	*	23.81	65.22	57.14	*	19.05	23	21
4	*	7.69	*	76.92	*	15.38	14	13
All Grades	33.03	25.25	51.38	62.63	15.60	12.12	109	99

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.00	72.22	*	16.67	*	11.11	25	18
1	*	29.41	*	64.71		5.88	19	17
2	63.16	52.94	*	41.18	*	5.88	19	17
3	*	57.14	73.91	33.33	*	9.52	23	21
4	*	15.38	*	76.92	*	7.69	14	13
All Grades	41.28	46.46	49.54	44.44	*	9.09	109	99

Conclusions based on this data:

1. Due to COVID-19 Pandemic there is no data for 19/20. Conclusions are based on past three years.
2. Approximately 30% of English learner students achieved an overall score of Level 4, one criteria for reclassification. Approximately 50% of English learners assessed achieved an overall score of Level 3 and 12% received an overall score of Level 2. 7% received a Level 1.
3. Overall the percentages of "well-developed" students dropped in all domains.

School and Student Performance Data

Student Population

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

2018-19 Dashboard Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
455	28.4	23.3	0.2

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	23.3
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	129	28.4
Students with Disabilities	50	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7
Asian	54	11.9
Filipino	1	0.2
Hispanic	161	35.4
Two or More Races	27	5.9
White	204	44.8




Conclusions based on this data:

1. Approximately 28% of students are socioeconomically disadvantaged.
2. Approximately 23% of students are identified as English learners. This is higher than some of our District's schools, yet students are overall performing quite well.
3. About 11% enrolled are students with disabilities. It should be noted there is an intensive program for students with Autism on the Kellogg campus.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="776 506 844 533">Green</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1331 533">Yellow</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 703 373 730">Green</p>		

Conclusions based on this data:

1. English Language Arts and Math overall performance is very strong, blue in Language Arts and green in math.
2. Student engagement is very strong (blue) as chronic absenteeism is not a significant concern.
3. Suspension Rate is in the Yellow, due to an increase in suspensions.

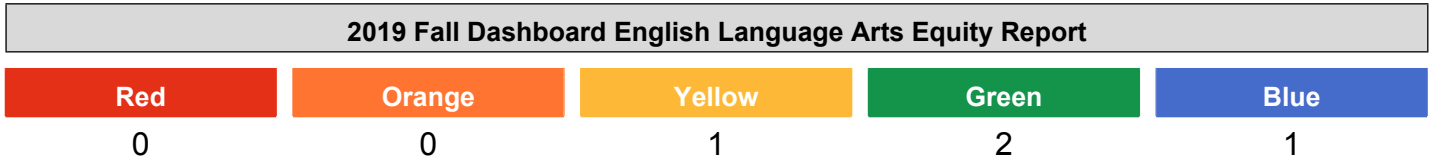
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  Blue 49.9 points above standard Maintained ++2.8 points 227	<p>English Learners</p>  Green 7.1 points above standard Increased ++11.2 points 71	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p>  Yellow 11.1 points below standard Increased ++6.7 points 79	<p>Students with Disabilities</p>  No Performance Color 58.6 points below standard Increased ++12.1 points 32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 130.3 points above standard Increased Significantly ++19 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.9 points below standard Increased ++6.8 points 88	 No Performance Color 97.2 points above standard Declined -6.8 points 18	 No Performance Color 0 Students	 Blue 74.1 points above standard Maintained ++1.8 points 97

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
21 points below standard Increased Significantly ++46.5 points 40	43.3 points above standard Declined -11.1 points 31	66.5 points above standard Declined -5.8 points 145

Conclusions based on this data:

1. English learners maintained their English language arts/literacy performance. There is still more progress to be made to close the gap between all students.
2. Students identified as socioeconomically disadvantaged maintained their language arts/literacy performance, although there is still more progress to be made to close the gap between all students.
3. Students with disabilities increased their language arts/literacy performance, although there is still more progress to be made to reduce the gap between SWD and all students.

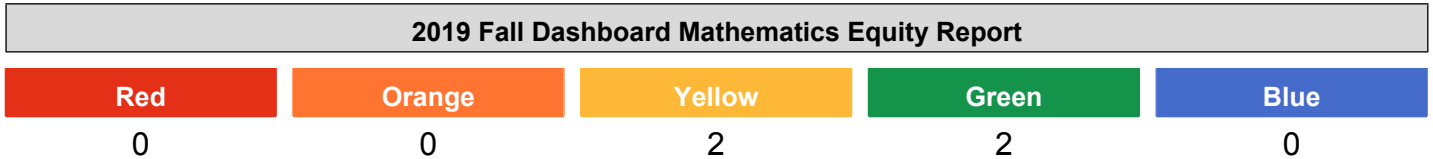
School and Student Performance Data

Academic Performance Mathematics







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









This section provides number of student groups in each color.



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		
<p>All Students</p>  <p>Green</p> <p>33.1 points above standard</p> <p>Declined -3 points</p> <p>222</p>	<p>English Learners</p>  <p>Yellow</p> <p>5.5 points below standard</p> <p>Maintained -0.5 points</p> <p>70</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>25.2 points below standard</p> <p>Increased ++3.7 points</p> <p>76</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>63.4 points below standard</p> <p>Increased Significantly ++29 points 28</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color 124.9 points above standard Maintained -1.1 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 14.7 points below standard Increased ++9 points 84	 No Performance Color 75.8 points above standard Declined Significantly -16.3 points 18		 Green 51.4 points above standard Declined -9.5 points 96

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
29.3 points below standard Increased Significantly ++42.1 points 39	24.4 points above standard Declined Significantly -30.2 points 31	49.8 points above standard Declined -4.9 points 141

Conclusions based on this data:

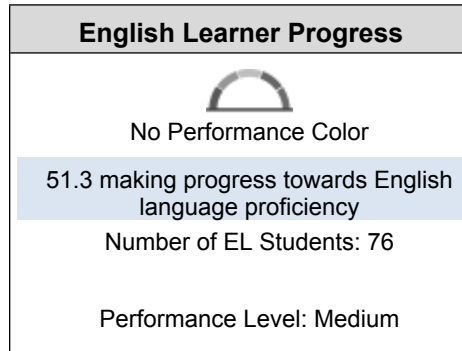
1. English learners declined in their Math performance. There is still more progress to be made to close the gap between all students.
2. Students identified as socioeconomically disadvantaged declined in their Math performance. There is still more progress to be made to close the gap between all students.
3. Students with disabilities increased their Math performance, although there is still more progress to be made to reduce the gap between SWD and all students.

School and Student Performance Data

Academic Performance English Learner Progress

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



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
26.3	22.3	22.3	28.9

Conclusions based on this data:

1. Approximately 29% of students progressed at least one proficiency level.
2. Approximately 22% of students achieved a level 4, one qualification for reclassification.
3. Approximately 26% of students decreased one proficiency level.

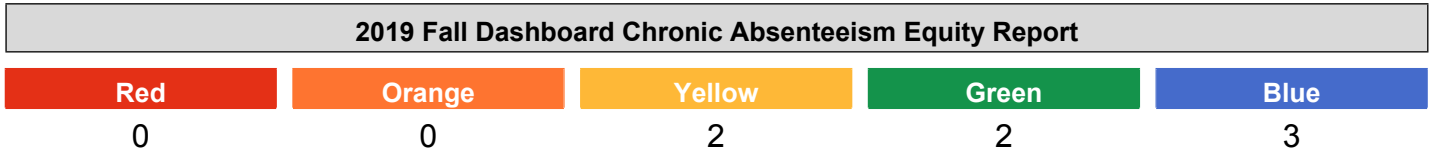
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  <p>Green</p> <p>3</p> <p>Maintained +0.3</p> <p>465</p>	<p>English Learners</p>  <p>Blue</p> <p>1.7</p> <p>Declined -1.4</p> <p>116</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>4.5</p> <p>Declined -1.5</p> <p>133</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>6.9</p> <p>Declined -6.9</p> <p>58</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 1.9 Maintained +0.1 52	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue 2.5 Declined Significantly -3.6 162	 Yellow 2.6 Increased +2.6 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 3.4 Increased +2.8 208

Conclusions based on this data:

- Overall, chronic absenteeism has increased, moving from blue to green. This could be attributed to COVID-19, school closure and remote learning.
- Students identified as two or more races have a higher proportion of students with chronic absenteeism. This could be attributed to COVID-19, school closure and remote learning.
- Students identified as white have an increased overall by +2.8, (yellow). This could be attributed to COVID-19, school closure and remote learning.

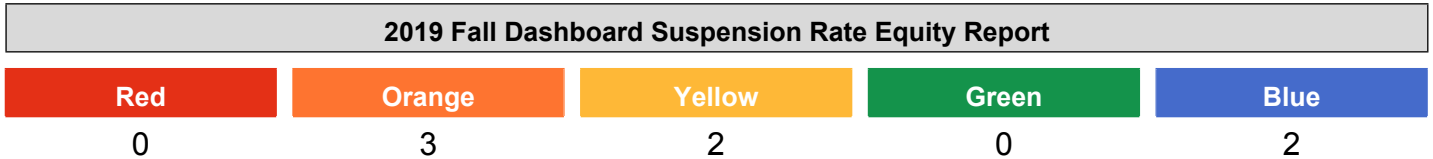
School and Student Performance Data

Conditions & Climate Suspension Rate







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









This section provides number of student groups in each color.



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		
<p>All Students</p>  Yellow 0.6 Increased +0.4 467	<p>English Learners</p>  Orange 1.7 Increased +1.7 116	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 5	<p>Socioeconomically Disadvantaged</p>  Orange 1.5 Increased +1.5 133	<p>Students with Disabilities</p>  Yellow 1.7 Maintained 0 58

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3		 Orange 1.9 Increased +1.9 52	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.6 Increased +0.6 164	 Blue 0 Maintained 0 38		 Blue 0.5 Maintained -0.1 208

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.6

Conclusions based on this data:

1. Overall, the conditions and climate contributing to a positive learning experience are present. Few students are suspended.
2. Minimal discrepancy exists in suspension rates amongst subgroups.

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/Literacy

LEA/LCAP Goal

LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

Goal 1

All students will demonstrate a year's growth in English Language Arts/Literacy as measured by the STAR 360 Early Literacy, STAR 360 Reading, and SBAC assessments.

Identified Need

March 2020 State and local (STAR 360) data indicates that progress has been made towards proficiency and growth of the majority of students which demonstrates the need to continue the systems and supports we have put in place. Focus is still needed on a significant number of students that nearly meet the standards. Additionally, by looking at individual students' growth data, grade level PLC teams are able to better target instruction for improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Proficiency	<p>Spring 2019 Data</p> <p>Kindergarten 19% Exceeded 16% Met 21% Nearly Met 39% Not Met 6% no data</p> <p>First Grade 63% Exceeded 13% Met 6% Nearly Met 8% Not Met 10% no data</p> <p>March 2020 Data</p> <p>Kindergarten 54% Exceeded 23% Met 9% Nearly Met 9% Not Met 5% no data</p>	<p>Increase the number of students meeting and exceeding proficiency in Early Literacy by at least 5%. Decrease the number of students not meeting proficiency to less than 15%. Minimize the number of students without data.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>First Grade Students assessed with STAR Reading</p> <p>Fall 2020 Data Kindergarten 78% Exceeded 3% Met 0% Nearly Met 19% Not Met 3% no data</p> <p>First Grade 61% Exceeded 11% Met 16% Nearly Met 13% Not Met 8% no data</p>	
<p>STAR 360 - Spring Data Early Literacy – Growth</p>	<p>Spring 2019 Data</p> <p>Kindergarten 71% Exceeded 10% Met 13% Not Met 6% no data</p> <p>First Grade 76% Exceeded 6% Met 2% Not Met 16% no data</p> <p>March 2020 Data</p> <p>Kindergarten 75% Exceeded 9% Met 11% Not Met 5% no data</p> <p>First Grade Students assessed with STAR Reading</p>	<p>100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Early Literacy).</p>
<p>STAR 360 - Spring Data Reading – Proficiency</p>	<p>Spring 2019 Data</p> <p>Second Grade 55% Exceeded 22% Met 6% Nearly Met 9% Not Met</p>	<p>Increase the number of students meeting and exceeding proficiency in Reading as measured by the STAR 360 by at least 5%. Decrease the number of students not meeting</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>9% no data Third Grade 56% Exceeded 21% Met 11% Nearly Met 8% Not Met 5% no data Fourth Grade 31% Exceeded 22% Met 22% Nearly Met 17% Not Met 9% no data Fifth Grade 43% Exceeded 17% Met 15% Nearly Met 15% Not Met 10% no data Sixth Grade 36% Exceeded 22% Met 20% Nearly Met 14% Not Met 8% no data</p> <p>March 2020 Data</p> <p>First Grade 61% Exceeded 8% Met 12% Nearly Met 14% Not Met 5% No Data Second Grade 57% Exceeded 18% Met 8% Nearly Met 8% Not Met 8% no data Third Grade 66% Exceeded 18% Met 10% Nearly Met 7% Not Met 0% no data Fourth Grade 54% Exceeded 22% Met 10% Nearly Met</p>	<p>proficiency to less than 15%. Minimize the number of students without data.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

9% Not Met
 4% no data
 Fifth Grade
 38% Exceeded
 28% Met
 16% Nearly Met
 12% Not Met
 6% no data
 Sixth Grade
 42% Exceeded
 21% Met
 19% Nearly Met
 13% Not Met
 4% no data

Fall 2020 Data

First Grade Students assessed
 with Star Literacy
 Second Grade
 68% Exceeded
 7% Met
 5% Nearly Met
 20% Not Met
 5% no data
 Third Grade
 71% Exceeded
 10% Met
 7% Nearly Met
 12% Not Met
 3% no data
 Fourth Grade
 70% Exceeded
 7% Met
 10% Nearly Met
 13% Not Met
 0% no data
 Fifth Grade
 69% Exceeded
 4% Met
 8% Nearly Met
 20% Not Met
 8% no data
 Sixth Grade
 50% Exceeded
 9% Met
 19% Nearly Met
 22% Not Met
 8% no data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Reading - Growth	<p>Spring 2019 Data</p> <p>Second Grade 46% Exceeded 33% Met 12% Not Met 9% no data</p> <p>Third Grade 50% Exceeded 21% Met 27% Not Met 2% no data</p> <p>Fourth Grade 23% Exceeded 15% Met 62% Not Met 0% no data</p> <p>Fifth Grade 32% Exceeded 10% Met 58% Not Met 0% no data</p> <p>Sixth Grade 40% Exceeded 4% Met 56% Not Met 0% no data</p> <p>March 2020 Data</p> <p>Second Grade 50% Exceeded 18% Met 27% Not Met 5% no data</p> <p>Third Grade 55% Exceeded 14% Met 32% Not Met 0% no data</p> <p>Fourth Grade 34% Exceeded 13% Met 48% Not Met 4% no data</p> <p>Fifth Grade 59% Exceeded 13% Met 22% Not Met 6% no data</p>	<p>100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Reading).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Sixth Grade 46% Exceeded 15% Met 34% Not Met 4% no data	
SBAC - Spring Data Overall English Language Arts/Literacy Achievement	SBAC Data from 2019, No SBAC from 2020 due to COVID-19 Spring 2019 Data Third Grade 61% Exceeded 15% Met 13% Nearly Met 11% Not Met Fourth Grade 39% Exceeded 29% Met 17% Nearly Met 15% Not Met Fifth Grade 47% Exceeded 26% Met 11% Nearly Met 16% Not Met Sixth Grade 28% Exceeded 51% Met 17% Nearly Met 4% Not Met	Increase the number of students meeting and exceeding proficiency in Reading as measured by the SBAC by at least 5%. Decrease the number of students not meeting proficiency to less than 15%.

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 will benefit from the Multi-Tier Systems of Support (MTSS) process. English Learner, Socioeconomically Disadvantaged and Special Education sub-groups which continue to show an achievement gap will be served by this strategy.

Strategy/Activity

Grade level Professional Learning Communities (PLCs) will meet together regularly to analyze student data and work samples, discuss best practice instructional strategies and curriculum

implementation. Emphasis will be on identifying essential standards and implementing Common Formative Assessments (CFA) to improve Tier 1 instruction. During staff meetings and grade level PLCs teachers will analyze student data and work samples.

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)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Kellogg students, including all subgroups including English Learner, Socioeconomically Disadvantaged and Special Education populations that continue to show an achievement gap will be served by this strategy.

Strategy/Activity

Grade level PLC teams will utilize data/discussion outcomes from PLC collaborations to support development of rosters, instructional strategies, curriculum development and progress monitoring for targeted intervention/extension time. District COVID Learning Loss TOSA will be utilized to supplement TIER II Intervention.

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)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

Supplemental programs are being implemented to support intervention and enrichment, including, Freckle, MyOn, Lexia and Reading Plus. Teachers and PLC teams will analyze student progress and usage data to improve student outcomes. Student progress will be communicated with parents regularly.

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)
7750.00	General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

Regularly communicate with parents regarding their child's learning goals, progress, as well as seek input regarding supports needed to help with their child's success.

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)

Annual Review

SPSA Year Reviewed: 2019-20

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.

Master scheduling and professional development supported the development of team collaboration and professional learning community work (PLCs). Grade level PLCs collaborate to analyze student formative and summative assessments as well as discuss effective instructional strategies for all students. Additionally, PLCs worked together to determine intervention/extension needs of students and implement strategies/curriculum to serve them in differentiated target time. PLC teams are more significantly in alignment with each other, which supports uniform access to learning for all students. We expect continued improvement on State and local assessments as an outcome of these efforts. STAR 360 proficiency outcomes indicate several grade levels are demonstrating strong increases in overall outcomes.

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

There was no significant difference between the intended implementation of the budget and the expenditures.

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.

Our next steps will be to continue to work as Professional Learning Communities to examine our Tier I core instruction more deeply, including what we can do to differentiate and scaffold within

core instruction to support the success of all students. We will continue to provide systematic targeted intervention/extension time for students. The curriculum, instructional strategies, and skills to target will be discussed during PLC time teams have together. Acquisition of common materials for targeted intervention/extension will be determined. As we analyze how students perform, we will continue to look at proficiency measures, but also will be examining their growth to measure adequate progress.

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

Mathematics

LEA/LCAP Goal

LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student groups.

Goal 2

All students will demonstrate a year's growth in Mathematics as measured by the STAR 360 Early Literacy, STAR 360 Mathematics, and SBAC assessments.

Identified Need

March 2020 State and local (STAR 360) data indicates that while many students are having success, a significant number of students have room to improve their proficiency. Additionally, analyzing individual students' growth data and analyzing the Common Formative Assessments grade level PLC teams are able to better target instruction for improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Formative Assessments in Math	Refine and administer common formative assessments in math	All students will participate in common formative assessments in math twice per unit. Teachers will use assessment information to give feedback to the student and modify instruction for success.
STAR 360 - Spring Scaled Score Math, Proficiency	Spring 2019 Data Second Grade 39% Exceeded 28% Met 16% Nearly Met 9% Not Met 9% no data Third Grade 76% Exceeded 12% Met 0% Nearly Met 2% Not Met 11% no data Fourth Grade 45% Exceeded	Increase the number of students meeting and exceeding proficiency in Math as measured by the STAR 360 by at least 5%. Decrease the number of students not meeting proficiency to less than 15%. Minimize the number of students without data.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

18% Met
11% Nearly Met
15% Not Met
11% no data
Fifth Grade
67% Exceeded
17% Met
3% Nearly Met
12% Not Met
2% no data
Sixth Grade
54% Exceeded
18% Met
14% Nearly Met
4% Not Met
10% no data

March 2020 Data

Second Grade
53% Exceeded
17% Met
10% Nearly Met
10% Not Met
10% no data
Third Grade
64% Exceeded
22% Met
7% Nearly Met
7% Not Met
0% no data
Fourth Grade
58% Exceeded
16% Met
10% Nearly Met
10% Not Met
4% no data
Fifth Grade
62% Exceeded
13% Met
10% Nearly Met
7% Not Met
7% no data
Sixth Grade
10% Exceeded
67% Met
18% Nearly Met
0% Not Met
4% no data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Fall 2020 Data</p> <p>Second Grade 80% Exceeded 5% Met 0% Nearly Met 14% Not Met 6% no data</p> <p>Third Grade 76% Exceeded 2% Met 10% Nearly Met 12% Not Met 11% no data</p> <p>Fourth Grade 80% Exceeded 2% Met 12% Nearly Met 7% Not Met 0% no data</p> <p>Fifth Grade 70% Exceeded 2% Met 16% Nearly Met 12% Not Met 9% no data</p> <p>Sixth Grade 58% Exceeded 12% Met 12% Nearly Met 19% Not Met 6% no data</p>	
<p>STAR 360 - Spring Scaled Score Math, Growth</p>	<p>Spring 2019 Data</p> <p>Second Grade 43% Exceeded 17% Met 30% Not Met 9% no data</p> <p>Third Grade 14% Exceeded 30% Met 55% Not Met 2% no data</p> <p>Fourth Grade 29% Exceeded 22% Met 46% Not Met</p>	<p>100% of students will demonstrate adequate growth (at least 100 points) as measured by the STAR 360 Math assessment.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3% no data Fifth Grade 12% Exceeded 88% Met 0% Not Met 0% no data Sixth Grade 6% Exceeded 24% Met 70% Not Met 0% no data</p> <p>March 2020 Data Second Grade 42% Exceeded 10% Met 40% Not Met 8% no data Third Grade 45% Exceeded 19% Met 36% Not Met 0% no data Fourth Grade 36% Exceeded 16% Met 43% Not Met 4% no data Fifth Grade 25% Exceeded 19% Met 49% Not Met 7% no data Sixth Grade 19% Exceeded 16% Met 60% Not Met 4% no data</p>	
<p>SBAC - Spring Overall Math Achievement</p>	<p>SBAC Data from 2019, No SBAC from 2020 due to COVID-19</p> <p>Spring 2019 Data Third Grade 44% Exceeded 25% Met</p>	<p>Increase the number of students meeting and exceeding proficiency in Math as measured by the SBAC by at least 5%. Decrease the number of students not meeting proficiency to less than 15%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	21% Nearly Met 11% Not Met Fourth Grade 39% Exceeded 25% Met 24% Nearly Met 12% Not Met Fifth Grade 56% Exceeded 18% Met 9% Nearly Met 18% Not Met Sixth Grade 32% Exceeded 30% Met 28% Nearly Met 11% Not Met	

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 English Language Learning Students at Kellogg School, including students reclassified as Fluent English Proficient (R-FEP), will be served by this strategy.

Strategy/Activity

Grade level Professional Learning Communities (PLCs) will meet together regularly to analyze student data and work samples, discuss best practice instructional strategies and curriculum implementation. Emphasis will be on identifying essential standards and implementing Common Formative Assessments (CFA) to improve Tier 1 instruction. During staff meetings and grade level PLCs teachers will analysis student data and work samples.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Language Learning Students at Kellogg School, including students reclassified as Fluent English Proficient (RFEP), will be served by this strategy.

Strategy/Activity

Supplemental programs are being implemented to support intervention and enrichment, including, Freckle and Reflex Math. Teachers and PLC teams will analyze student progress and usage data to improve student outcomes. Student progress will be communicated with parents regularly.

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)

3200.00

Source(s)

Parent-Teacher Association (PTA)

Annual Review

SPSA Year Reviewed: 2019-20

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.

Professional Learning Communities (PLCs) were established and regularly met to discuss student outcomes and collaboratively determine an instructional response to support student learning. Teacher teams collaborated and developed greater alignment amongst each other and in using District adopted materials. STAR 360 proficiency outcomes indicate several grade levels are demonstrating strong increases in overall outcomes.

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

There were no drastically material differences in proposed and actual expenditures.

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 2020-2021 school year, PLC teams will continue to utilize common formative assessments in math to more specifically guide their instruction. They will continue progress monitor student performance with the STAR 360 math assessment.

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

Goal 2: Apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELD/ELA and science.

Goal 3

All students, specifically including English Language Learner students, will increase their frequency and complexity written language production.

Identified Need

Based 2019-2020 ELPAC data, 53% of English Language Learners are making progress towards English language proficiency. 235 of students maintained their current level and 26% dropped a level. Upon further analysis, a significant number of students underperformed on the writing stand of the assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will self-assess two times/year the number of opportunities that students are offered to write during the week.	This will occur in the last week of January and April.	Over the course of the school year teachers will increase the frequency and complexity of writing opportunities offered to the students.
Students will self-assess two times/year the number of times they have an opportunity to write, formally or informally and how successful they feel they are when given a writing task.	This will occur in the last week of January and April.	Over the course of the school year students will increase the number of times that they productively write formally or informally during core instruction.
Informal observations indicate an increased opportunity to produce written language and increased scaffolding with structured written language practices and routines.	Informal observations indicate that student written language production and scaffolding to support written language production occurs occasionally.	Informal observations will demonstrate a steady increase in the number of structured written language practices and routines in use and the frequency/complexity of student written language production.

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 learners

Strategy/Activity

Students identified as English learners will participate in a grade level wide 30 minute designated English Language Development period, taught at their language level range, with lower than average student to teacher class size utilizing Wonders Designated ELD curriculum. Teachers will focus on the needs of each English Learner based upon their level on the ELPAC assessment and analyze the students areas of strength and areas of focus.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

During the 2019-2020 school year, teachers will use planned, structured academic conversations and routines to increase the frequency and complexity of student talk throughout the school day. Teachers will use the planned conversations to increase the written production.

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)

Annual Review

SPSA Year Reviewed: 2019-20

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.

Students participated in Designated English Language Development at their instructional level. Additional supplemental material was made available to students with more intensive language needs. Teachers focused on academic language.

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

There were no drastically material differences in the proposed and actual expenditures.

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.

Feedback from teachers and leadership indicates students increased their opportunities and ability to produce oral language throughout the school day. However, data indicates the area of greatest need at this time is in written production.

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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Regina Davis	Principal
Claudia Hamers	Classroom Teacher
Kasie Stempel	Classroom Teacher
Susan Wilson-Woods	Classroom Teacher
Kate Flanagan	Classroom Teacher
Rhonda Redkey	Other School Staff
Diego Martin	Parent or Community Member
Sara Prince	Parent or Community Member
Kara Hornbuckle	Parent or Community Member
Erik Taiji	Parent or Community Member
Jason Wansor	Parent or Community Member
Jen Malkin	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

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 .

Attested:

Regina M Davis
Jennifer M Hallin

Principal, Regina Davis on

11/30/20

SSC Chairperson, Chairperson: on

12/10/2020