

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
John A. Otis Elementary School	37-68221-6038756	November 11, 2021	December 14, 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 School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

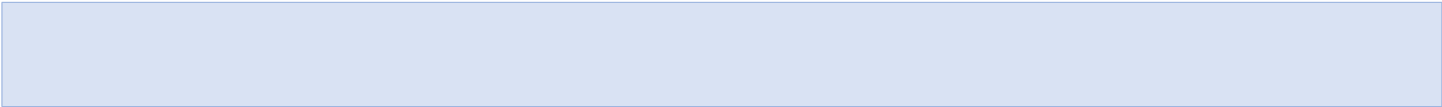


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Comprehensive Needs Assessment Components

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).

John Otis uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" and Leadership Survey which measures levels of implementation of district initiatives, teacher engagement, and confidence.

Classroom Observations

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

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from Executive Cabinet each year. During the cabinet walkthroughs, evidence of district initiatives is observed and feedback to staff and the principal are provided.

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)

Last two years, schools were not able to use the CAASPP annual assessment to inform SPSA goals, since assessments were canceled a second year in a row due to COVID-19 and the closure of in-school instruction. National School District uses iReady assessments, collected in August and December 2021, to inform SPSA goals. In addition, teachers meet in Data Teams once a month to monitor student progress, inform instruction using the formative assessments provided in math and English Language Arts.

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

Since CAASPP assessments were canceled the last two years, John A. Otis Elementary uses the formative assessments iReady and American Reading Company's Independent Reading Level Assessment (IRLA)/ Estructura para la Evaluacion del Nivel Independiente de Lectura (ENIL) assessments to guide instruction for improved student outcomes. Extensive data is assembled in Panorama, a district electronic database, which holds ELPAC data, attendance data, behavior data, Social-Emotional Data, and District Assessments. Perhaps most unique is the ability for staff to configure data through Panorama to efficiently evaluate individual, class-wide, grade level, and to develop customized programs that inform instruction. The formative assessments iReady and IRLA/ENIL have been implemented for the past three years to provide valid and reliable growth measures that are tied to common core state standards.

John A. Otis Elementary School makes a full commitment to collaborating on the analysis of data through grade-level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems through the Data Team process. Grade level meetings are held monthly to discuss district assessments, formative classroom assessments, and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Teachers can also monitor student progress via iReady reading and math lessons that are tied to CCSS. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus on phonemic awareness, phonics, word recognition, reading fluency, and comprehension using iReady and IRLA assessments. Staff in grades Kindergarten through 2nd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments, ENIL, and reports provided on Imaging Learning to monitor their English Language acquisition. The upper-grade teaching staff is also involved in sampling students for performance on the literacy assessments from iReady Assessments, IRLA Assessments, and classroom assessments. In writing, the Learning Headquarters and Benchmark writing programs are available. Teachers work together to ensure the rigor of the writing is a standard for their particular grade level.

John Otis Elementary School aligns curriculum, instruction, and materials to the CCSS. National School District continues to use the University California Irvine (UCI) Math units in all grade levels and administered assessments that are aligned to the priority standards identified. In addition, iReady online lessons have been implemented to personalize instruction and provide students with the opportunity to practice skills at their level tied to CCSS. Teachers also utilize data from iReady lessons to monitor student progress.

Students who are having difficulty performing at grade level standards are supported on several levels, small group general instruction support, and Tier II/Tier III support. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade level specific Data team meetings and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. Teachers meet with the Language Arts specialist and principal during RtI meetings to monitor data, identify needs, and discuss targeted interventions to meet the needs of struggling students. Research-based strategies are implemented within the classrooms and small group intervention groups. This model has been fully implemented in kindergarten through sixth grade.

We use several measures to assess whether or not students are responding to intervention and modify the instruction based on assessment data. We use reports from our instructional software programs from iReady and IRLA assessments and document progress using Panorama data management system. The student, parent, and school collaborate on a learning plan emphasizing student/parent accountability and communication. For students who continue to experience

difficulties despite regular interventions, the Student Study Team (SST) meets to involve the expertise of the principal, classroom teacher, language arts specialists, speech and language therapist, school psychologist, and resource specialist in deciding on more prescriptive academic and behavioral interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

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

The National School District recruits and retains only teachers that are highly qualified in accordance with NCLB requirements. The staff at John A. Otis Elementary School is involved in a program of ongoing professional development linked to CCSS. Instructional planning is driven by the review of student outcomes on assessments that target priority grade-level CCSS. District-level staff development focuses on the key areas in CCSS language arts, mathematics, and ELD grade-level objectives and instructional practices to optimize student performance. The iReady online assessment is used during each testing window to determine students' math, phonics, reading comprehension, and vocabulary skills. In addition, online iReady instruction provides students with engaging personalized practice and support in reading and math to achieve proficiency. Illuminate data management systems provide access to past SBAC data, past CELDT data, and current ELPAC assessments. Student progress is documented in Panorama dashboard system.

Due to COVID-19, all PD continues to be delivered virtually. Annually, a plan for staff development is designed based on the review of specific site data, including iReady Reading and Math, SchoolPace assessments, ELPAC, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, teaching staff along with feedback from the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade-level and in vertical (K-2, 3-4, 5-6, etc) planning groups. iReady, UCI Mathematics, ELA/ELD Curriculum/Framework, and implementation of technology are the focus of professional development for teachers in K through 6th grade.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state-approved teacher induction program, either through the San Diego County Office of Education or the university system. Additional support is provided through grade-level colleagues.

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

The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.

The LEA supports the school through professional development regarding program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using iReady data, IRLA/ENIL, and Panorama student Data.

John Otis Elementary takes responsibility for student achievement through onsite professional development, individual and grade-level student achievement monitoring, and school-wide planning toward increased student achievement.

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

John A. Otis Elementary is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan. John A. Otis Elementary has a Language Arts Specialist which serves as a coach to ensure that our Impact Teachers provide targeted supports to our students.

As mentioned earlier, new staff members have available to them the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and CCSS. Additional support is provided by the site administrator, the site Language Arts Specialist, Resource Specialist, Psychologist, and grade-level colleagues. Teachers also have an opportunity to visit different classrooms on campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

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

In an effort to ensure continued improvement, the faculty with the guidance of the Principal examines benchmark assessment data to determine areas of strength and weakness in student achievement. This performance data provides an accurate prediction of success on the Common Core Standards. During data analysis, the staff looks at how the students are progressing on grade-level standards in language arts and math and then based on the data collected the staff reteaches the whole class or provides intervention for small flexible groups. The data are also used to identify students who could use additional small group intervention. The identified students are students in K - 6 who needed more intensive intervention are also scheduled during school hours to work with the Impact Teachers and/or Language Arts Specialist. Both highly effective software such as iReady, Imagine Learning, ARC Bookshelf, and RazKids provide students with practice opportunities and instruction in reading/language arts and mathematics that are aligned to the California Common Core Standards for grades K-6. Coupled with being involved in data analysis, teachers share best practices in order to better deliver instruction to their students. By both previewing material and reviewing and reteaching skills allows students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills.

John A. Otis Elementary School makes a full commitment to collaborating on the analysis of formative assessment data through bi-monthly Data Teams Meetings. Teachers plan instructional strategies, share ideas, concerns, and explore solutions to common problems. Effective strategies that work are discussed and areas for improvement are analyzed. In addition, grade levels review student progress and determine if students are moving towards reaching grade-level benchmarks in language arts, mathematics, and ELD during staff meetings and Thursday minimum site/district days.

Teaching and Learning

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

John A. Otis Elementary has worked with the National School District to align curriculum, instruction, and materials closely to CCSS. John A. Otis Elementary School is involved in standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. Benchmark Advance has been adopted K-6 to support reading, writing, speaking, listening, and language instruction, as well as integrated ELD support via mini-lessons. Benchmark Adelante series is utilized to meet the needs of Spanish-speaking students in the Kindergarten – 2nd-grade bilingual program to transfer literacy skills to English and is aligned to CCSS. K–6-grade teachers use ARC Bookshelf Tools as a Tier I intervention. Benchmark and Learning Headquarters are our core writing programs in grades K – 6. Teachers use the Benchmark ELD curriculum to deliver designated ELD lessons. We are using the Next Generation Science Standards. Students needing additional support are provided with Tier II or Tier III interventions by our Impact Teacher or LAS.

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

Students attend school for 180 days per school year. There are 37 minimum days per school year, which are used for teacher planning and program articulation. Students in Kindergarten through sixth grades typically receive 302 average minutes of instruction for a regular school day.

Clear school goals, shared vision, grade-level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. We have implemented the Enrichment Wheel, which provides all students enrichment classes in the areas of Art, Physical Education, and Performing Arts. The Enrichment Wheel also allows classroom teachers to be relieved of their classrooms in order to collaborate and participate in Data Teams once a month. During the Data Team meetings, we focus on Priority Standards from the CCSS and set SMART goals based on iReady data, IRLA/ENIL data, and discuss research-based CCSS instructional strategies that will enhance student performance.

Giving our students access to 1 to 1 technology is a center of attention. Providing students access to computers and instruction on how to utilize the tools available to them will help to prepare them to navigate through the State Smarter Balanced Assessment as well as give students access to instruction.

In addition to providing education to our students, John A. Otis Elementary School has made an effort to provide our parents with opportunities to learn more about how to support their child with homework during Coffee with the Principal and ELAC meetings.

John A. Otis Elementary is involved in standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. Benchmark Language Arts, UCI Math, and the GO Math programs are used to align lessons to the Common Core State Standards. A new bilingual series, Benchmark Adelante was adopted last year and has been fully implemented this school year. Benchmark Adelante series is utilized to meet the needs of students in the Kindergarten – 2nd-grade bilingual program. English Language Development (ELD) is addressed through the use of Benchmark ELD, the Systematic English Language Development, and Systematic Instruction in Phonemic Awareness (SIPPS) programs.

Teachers utilize Benchmark and Learning Headquarters curriculum to align with the district pacing guide in writing. Guidelines have been established at the site and the district levels to ensure that each student has opportunities for a rich variety of writing experiences at each grade level.

iReady software also supports the standards-based curriculum at John Otis School by providing accurate assessment and engaging targeted instruction in language arts and mathematics. All students at John A. Otis Elementary use iReady on a daily basis. Students complete 40 hours a year of iReady software throughout the year in the areas of Reading, and Mathematics. Students needing additional support have the opportunity to have a custom program created for them that will hone in a specific strand in which they are having difficulty mastering.

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

Math and language arts curriculum supply a framework for lesson pacing. ELA units are designed to add an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a regular basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

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

Principal and Language Arts specialist work with teaching staff to provide additional support for students not reading at grade level during our Rtl sessions. Speech and Resource support are also available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Teachers and administrators continue to receive ELD Professional Development virtually through our ELD in Action Training provided by our District Resource Teachers.

Parental Engagement

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

Using Local Control Accountability funding, schools continue to have the support of a Parent Engagement resource teacher in 2021-2022. Also, the District will be providing parent classes virtually on best practices and how to support their children in math and ELA at home.

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)

At John Otis, parents are engaged in the process of developing the SPSA through the School Site Council and ELAC Committees. Due to COVID-19, all meetings continue to be held virtually. During these meetings, school-wide data is shared with parents, and input is gathered. At the district level, parents assist with the development of the LCAP through the District Parent Advisory Council. In addition, parent input is gathered via an online LCAP Parent survey sent to all families electronically.

Funding

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

1. Language Arts Specialist
2. Impact Teacher
3. Tutoring support
4. iReady, Imagine Learning, RazKids, Sora, myON, ARC Bookshelf, and other computer-based learning programs
5. Teacher training in best practices for English Learners and under-performing children
6. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

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

Research shows a high correlation between parent involvement and effective schools. Parents and community members are essential to our educational community and are encouraged to be involved in their child's education. Parents are continuously encouraged to play an active role in our Parent and Teacher Association (PTA), participate in leadership positions of our District Parent Advisory Council (DPAC), our School Site Council (SSC), English Language Advisory Committee (ELAC), and collaborate in our Positive Behavior Intervention Supports (PBIS) Tier I Committee. Due to COVID-19, we have suspended all volunteers from coming on campus; therefore all meetings are being held virtually.

To ensure effective parent and family engagement, John A. Otis Elementary includes parents and the community in the decision-making process via our SSC and ELAC committees. To improve student academic achievement the School Plan for Student Achievement (SPSA) is jointly developed, reviewed, mutually agreed upon, and monitored by our SSC and ELAC committees. Committee members are involved in the decisions regarding how funds included in the SPSA will be allocated for activities that will improve student academic achievement and school performance. Academic achievement data is shared, and all activities and expenditures are reviewed, approved, and recommended by the SSC and ELAC to the local governing board. Once approved, the district publicizes the SARC by making it accessible on the District website. In addition, SSC periodically reviews and evaluates progress toward SPSA goals, and, as necessary, revises the SPSA to ensure that all children receive a high-quality education. Data is used to monitor students' progress in efforts to close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting these standards. Due to COVID-19, State Smarter Balanced assessments were canceled for both the 2019-2020 and the 2020-2021 school year. iReady data (collected in August and December, 2021) will be used to monitor goals and student progress.

Parents, staff, and students share the responsibility for improved student academic achievement. John A. Otis uses various methods to build and develop partnerships between parents and staff to help children achieve the state's high standards (weekly communication, parent conferences, and Student Support Team Meetings). During these meetings, parents and family members are informed that they can directly affect the success of their children's learning. Techniques and strategies are often provided to parents so they may assist their children at home in efforts to improve their children's academic success. The school ensures that teachers implement a well-rounded program of instruction to meet the academic needs of all students. Additional educational assistance is provided to individual students who need help in meeting academic standards.

Information and input were gathered from SSC, ELAC, community/parent survey, and staff on the following dates: August 31, 2021, September 14, 2021, October 26, 2021- School Site Council Meeting, and September 15, and October 27, 2021, ELAC Committee Meeting.

Resource Inequities

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

An analysis was conducted on the budget we had last year aimed at increasing services for students. Data revealed that we had an inequity and we allocated the resources below needed to maintain services to students. We determined the following inequities:

This year, we allocated minimal funds to Professional Development (PD) due to the number of PD sessions teachers have been receiving from the District. We are continuing to use Swing Subs to be able to complete PD offered by the District.

We continue to promote collaboration between grade-level teams. Due to COVID, we continue to meet virtually via Google Meets for all PD sessions.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.07%	0.7%	0.2%	5	3	1
Asian	1.72%	1.16%	1.6%	8	5	7
Filipino	5.79%	6.03%	5.6%	27	26	24
Hispanic/Latino	88.2%	89.79%	90.3%	411	387	389
Pacific Islander	0.64%	0.23%	0.2%	3	1	1
White	2.36%	1.39%	1.2%	11	6	5
Multiple/No Response	%	0%	0.7%		3	3
Total Enrollment				466	431	431

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	87	72	68
Grade 1	67	56	49
Grade 2	67	60	61
Grade 3	62	66	65
Grade 4	64	57	61
Grade 5	54	66	60
Grade 6	65	54	67
Total Enrollment	466	431	431

Conclusions based on this data:

1. There has not been any significant change in student demographics.
2. Student enrollment remained the same from 2019/2020 to 2020/2021 (431 Students).
3. Hispanic/Latino continues to be the largest subgroup of our student population (90.3%).

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	278	279	236	59.7%	64.7%	54.8%
Fluent English Proficient (FEP)	55	49	40	11.8%	11.4%	9.3%
Reclassified Fluent English Proficient (RFEP)	17	21	11	6.3%	7.6%	3.9%

Conclusions based on this data:

1. The number of EL learners decreased in 2020-2021 to 54.8%. (from 64.7%).
2. The number of students reclassified RFEP decreased by 11 students from 2019-2020 to 2020-2021 which is 3.9% of EL's enrolled.
3. John Otis EL enrollment trends indicate fewer Fluent English Proficient students enrolled in 20-21 (9.3%).

School and Student Performance Data

Diagnostic Results - Math

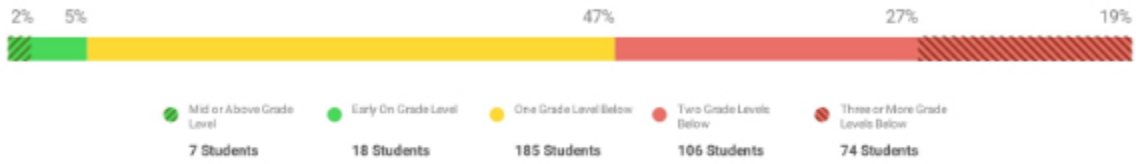
Diagnostic Results



School: Otis Elementary
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 390/401



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		5%	3%	91%	0%	0%	58/62
Grade 1		0%	0%	54%	46%	0%	50/53
Grade 2		2%	2%	38%	58%	0%	50/51
Grade 3		0%	4%	44%	26%	26%	54/54
Grade 4		2%	4%	36%	16%	42%	55/57
Grade 5		2%	2%	39%	31%	27%	62/62

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Diagnostic Results



School: Otis Elementary
Subject: Math
Academic Year: 2021 - 2022
Diagnostic: Diagnostic 1
Prior Diagnostic: None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		2%	16%	30%	20%	33%	61/62

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Conclusions based on this data:

1. Only 7% of John Otis students scored in the Early, Mid or Above Level categories in diagnostic 1 on math iReady assessments.
2. Sixth grade had the highest percentage of students scoring in the Early, Mid or Above Grade Level categories (18%).

3. 46% of students School-wide scored 2 or 3 or more grade level below standards on diagnostic 1 in math. Second grade had the highest percentage of students scoring 2 or 3+ grade level below standards (58%)

School and Student Performance Data

Diagnostic Results - Reading

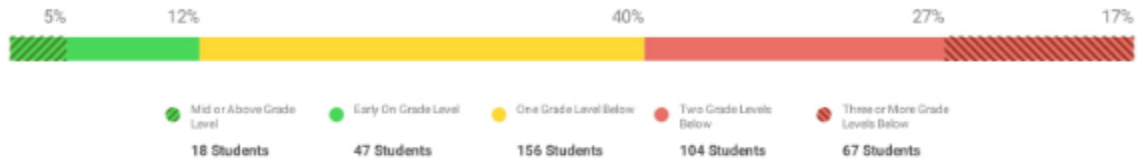
Diagnostic Results



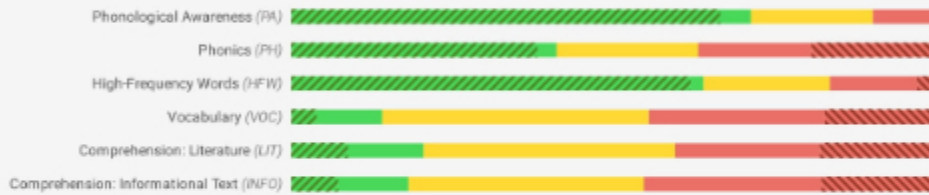
School: Otis Elementary
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 392/401



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		3%	14%	83%	0%	0%	58/62
Grade 1		4%	2%	53%	41%	0%	51/53
Grade 2		2%	10%	38%	50%	0%	50/51
Grade 3		4%	20%	26%	30%	20%	54/54
Grade 4		5%	9%	36%	16%	34%	56/57

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Diagnostic Results



School: Otis Elementary
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 5		5%	13%	16%	40%	26%	62/62
Grade 6		8%	15%	30%	13%	34%	61/62

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Conclusions based on this data:

- 17% of John Otis students scored in the Early, Mid or Above Level categories in diagnostic 1 on the reading i Ready assessments.
- Third grade had the highest percentage of students scoring in the Early, Mid or Above Grade Level categories in reading (24%).

3. 44% of students School-wide scored 2 or 3 or more grade level below standards on diagnostic 1 in math. Fifth grade had the highest percentage of students scoring 2 or 3+ grade level below standards in reading (66%)

School and Student Performance Data

EL Diagnostic Results - Math

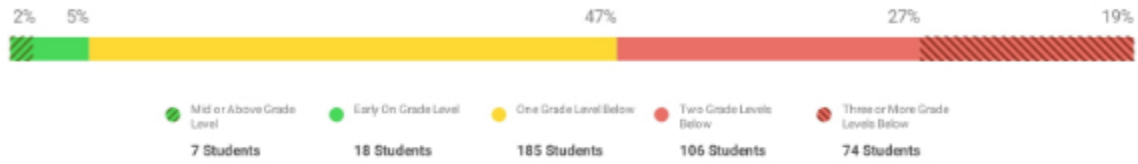
Diagnostic Results



School: Otis Elementary
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 390/401



Placement by Domain



Switch Table View

Show Results By

Placement Summary

English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner		1%	2%	47%	29%	21%	248/251
No - English Learner		4%	10%	48%	23%	15%	142/150

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Conclusions based on this data:

1. Only 3% of English Learners performed in the Early, Mid or Above Grade level on math i Ready Diagnostic 1.
2. 50% of English Learners performed two, three, or more grade levels below on math i Ready Diagnostic 1.
3. Our non-English learners are outperforming our English learners by 11% points in math for student performing Early, Mid, or Above Grade Level.

School and Student Performance Data

EL Diagnostic Results - Reading

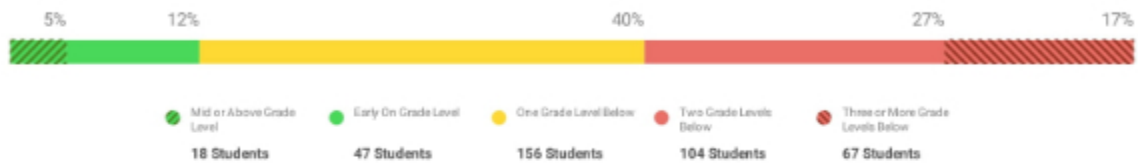
Diagnostic Results



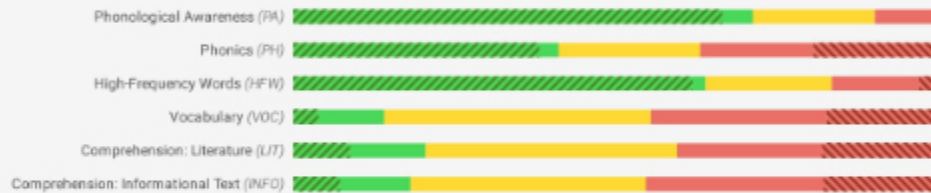
School: Otis Elementary
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 392/401



Placement by Domain



Switch Table View

Show Results By

Placement Summary

English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner		1%	8%	39%	31%	22%	250/251
No - English Learner		11%	20%	42%	19%	9%	142/150

Conclusions based on this data:

1. 9% of English Learners performed in the Early, Mid or Above Grade level on reading i Ready Diagnostic 1 assessment.
2. 53% of English Learners performed two, three, or more grade levels below on reading i Ready Diagnostic 1.
3. Our non-English Learners are outperforming our English Learners by 22% points in math for students performing Early, Mid, or Above Grade Level

School and Student Performance Data

Special Education Diagnostic Results - Math

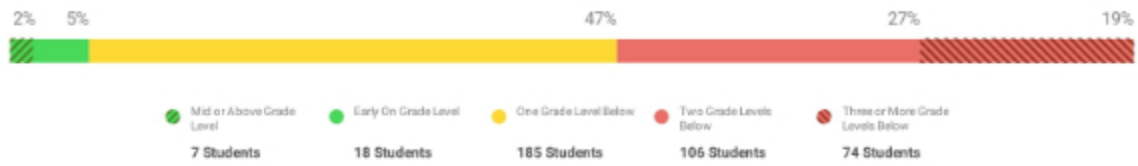
Diagnostic Results



School: Otis Elementary
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 390/401



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education		3%	5%	30%	14%	49%	37/38
No - Special Education		2%	5%	49%	29%	16%	353/363

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Conclusions based on this data:

1. Only 8% of our students in Special Education met the grade-level standards (students scoring At, Mid, or Above grade level) in Math i Ready diagnostic 1.
2. 8% of Special Education students scored At, Mid, or Above Grade-Level standards in Reading, as compared to 7% of non-Special Education students.
3. 63% of students in Special Education scored Below or Severely below Grade-Level standards on Math i Ready diagnostic 1

School and Student Performance Data

Special Education Diagnostic Results - Reading

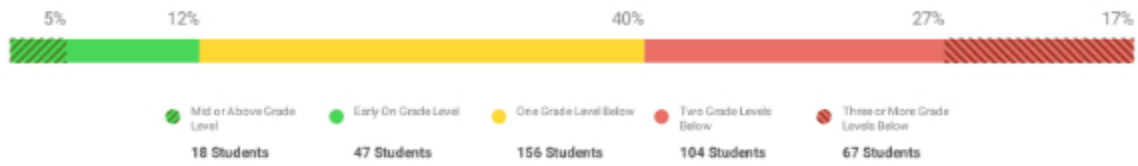
Diagnostic Results



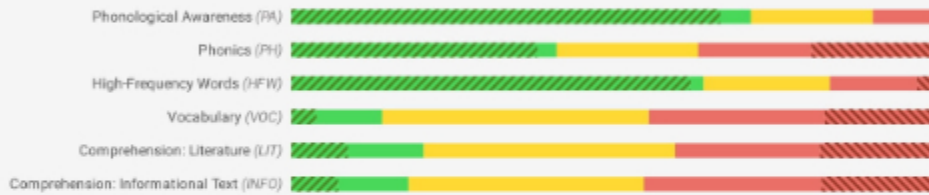
School: Otis Elementary
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 392/401



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education		3%	5%	27%	19%	46%	37/38
No - Special Education		5%	13%	41%	27%	14%	355/363

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Conclusions based on this data:

1. Only 8% of our students in Special Education met the grade-level standards (students scoring At, Mid, or Above grade level) in i Ready Reading diagnostic 1.
2. 65% of Special Education students scored below or severely below grade level standards.
3. 8% of Special Education students scored At, Mid, or Above grade level, as compared to 18% of non-Special Education students.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

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 3	72	64	66	70	64	0	70	64	0	97.2	100	0.0
Grade 4	58	64	63	58	64	0	58	64	0	100	100	0.0
Grade 5	66	56	59	66	53	0	66	53	0	100	94.6	0.0
Grade 6	66	62	63	64	61	0	64	61	0	97	98.4	0.0
All Grades	262	246	251	258	242	0	258	242	0	98.5	98.4	0.0

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 3	2388.	2389.		8.57	12.50		21.43	18.75		34.29	29.69		35.71	39.06	
Grade 4	2437.	2445.		13.79	18.75		24.14	29.69		20.69	15.63		41.38	35.94	
Grade 5	2495.	2499.		19.70	18.87		33.33	32.08		21.21	22.64		25.76	26.42	
Grade 6	2543.	2529.		17.19	14.75		50.00	40.98		17.19	21.31		15.63	22.95	
All Grades	N/A	N/A	N/A	14.73	16.12		32.17	30.17		23.64	22.31		29.46	31.40	

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 3	10.00	10.94		50.00	50.00		40.00	39.06	
Grade 4	13.79	14.06		55.17	60.94		31.03	25.00	
Grade 5	18.18	13.21		51.52	60.38		30.30	26.42	
Grade 6	23.44	18.03		57.81	55.74		18.75	26.23	
All Grades	16.28	14.05		53.49	56.61		30.23	29.34	

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 3	14.29	10.94		35.71	34.38		50.00	54.69	
Grade 4	10.34	12.50		41.38	53.13		48.28	34.38	
Grade 5	28.79	18.87		39.39	45.28		31.82	35.85	
Grade 6	26.56	26.23		48.44	49.18		25.00	24.59	
All Grades	20.16	16.94		41.09	45.45		38.76	37.60	

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 3	12.86	12.50		67.14	57.81		20.00	29.69	
Grade 4	17.24	10.94		56.90	68.75		25.86	20.31	
Grade 5	9.09	18.87		69.70	64.15		21.21	16.98	
Grade 6	20.31	16.39		67.19	62.30		12.50	21.31	
All Grades	14.73	14.46		65.50	63.22		19.77	22.31	

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 3	10.00	15.63		57.14	50.00		32.86	34.38	
Grade 4	20.69	15.63		50.00	56.25		29.31	28.13	
Grade 5	33.33	30.19		45.45	52.83		21.21	16.98	
Grade 6	29.69	37.70		59.38	42.62		10.94	19.67	
All Grades	23.26	24.38		53.10	50.41		23.64	25.21	

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. The overall percentage of students at Met or Exceeding Language Arts achievement is at 45% .
2. 55% did not meet the standards in ELA.

3. Although the percent of students at Met or Exceed Standards decreased by 1% from 2017-18 to 2018-19, the distance from standard also decreased -1 from -20 to -21. This indicates that more students are getting closer to proficiency in the standards.

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 3	72	64	66	71	64	0	71	64	0	98.6	100	0.0
Grade 4	58	64	63	58	64	0	58	64	0	100	100	0.0
Grade 5	66	56	59	66	53	0	66	53	0	100	94.6	0.0
Grade 6	66	62	63	65	61	0	65	61	0	98.5	98.4	0.0
All Grades	262	246	251	260	242	0	260	242	0	99.2	98.4	0.0

* 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 3	2400.	2402.		2.82	7.81		26.76	31.25		33.80	23.44		36.62	37.50	
Grade 4	2454.	2454.		8.62	6.25		22.41	29.69		39.66	37.50		29.31	26.56	
Grade 5	2461.	2492.		9.09	15.09		7.58	28.30		37.88	20.75		45.45	35.85	
Grade 6	2544.	2519.		23.08	16.39		33.85	27.87		26.15	27.87		16.92	27.87	
All Grades	N/A	N/A	N/A	10.77	11.16		22.69	29.34		34.23	27.69		32.31	31.82	

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 3	18.31	15.63		39.44	46.88		42.25	37.50	
Grade 4	24.14	23.44		34.48	37.50		41.38	39.06	
Grade 5	13.64	22.64		31.82	33.96		54.55	43.40	
Grade 6	33.85	31.15		41.54	34.43		24.62	34.43	
All Grades	22.31	23.14		36.92	38.43		40.77	38.43	

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 3	8.45	15.63		50.70	45.31		40.85	39.06	
Grade 4	10.34	9.38		50.00	46.88		39.66	43.75	
Grade 5	7.58	9.43		45.45	50.94		46.97	39.62	
Grade 6	23.08	8.20		47.69	60.66		29.23	31.15	
All Grades	12.31	10.74		48.46	50.83		39.23	38.43	

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 3	11.27	15.63		60.56	51.56		28.17	32.81	
Grade 4	15.52	18.75		46.55	43.75		37.93	37.50	
Grade 5	10.61	16.98		45.45	52.83		43.94	30.19	
Grade 6	24.62	18.03		46.15	52.46		29.23	29.51	
All Grades	15.38	17.36		50.00	50.00		34.62	32.64	

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. The percentage of students meeting the standards on CAASPP math data for 2018-19 was 40%, this was a 7% increase.
2. The Distance from Standard for Math increased 3 points between 2017-18 and 2018-19 from -37 to -34 which indicates more students are approaching proficiency in the math standards.
3. Most grade levels showed positive growth in math and are at or above the district average.

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
K	1403.7	1403.1	1347.4	1408.6	1414.3	1360.4	1392.1	1376.5	1317.1	65	58	16
1	1465.0	1443.8		1450.8	1442.2		1478.6	1445.0		50	47	0
2	1488.8	1483.4	1525.5	1481.0	1487.7	1504.5	1496.0	1478.6	1546.0	41	47	11
3	1493.4	1480.5	1489.6	1485.7	1473.9	1490.1	1500.7	1486.6	1488.7	38	31	46
4	1494.6	1522.3	1516.4	1493.7	1519.2	1514.2	1495.2	1524.8	1518.0	26	35	44
5	1501.2	1510.1	1529.4	1499.3	1504.5	1520.9	1502.6	1515.4	1537.5	15	19	30
6	1503.6	1507.9	1550.2	1488.9	1509.8	1544.8	1517.8	1505.8	1555.2	12	12	27
All Grades	1466.9			1459.5			1471.3			247	249	174

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
K	20.00	3.45	0.00	24.62	32.76	12.50	23.08	43.10	18.75	32.31	20.69	68.75	65	58	16
1	38.00	8.51		28.00	27.66		24.00	38.30		*	25.53		50	47	
2	41.46	6.38	36.36	43.90	61.70	45.45	*	27.66	18.18	*	4.26	0.00	41	47	11
3	*	0.00	13.04	44.74	48.39	39.13	31.58	32.26	30.43	*	19.35	17.39	38	31	46
4	*	22.86	13.64	65.38	40.00	47.73	*	31.43	34.09	*	5.71	4.55	26	35	44
5	*	10.53	30.00	*	21.05	33.33	*	63.16	36.67	*	5.26	0.00	15	19	30
6	*	0.00	29.63	*	50.00	40.74	*	25.00	22.22	*	25.00	7.41	12	12	27
All Grades	23.48	7.63	18.97	38.06	40.16	38.51	23.08	36.95	29.31	15.38	15.26	13.22	247	249	174

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
K	26.15	10.34	0.00	23.08	32.76	25.00	18.46	34.48	18.75	32.31	22.41	56.25	65	58	16
1	44.00	14.89		22.00	29.79		*	34.04		*	21.28		50	47	
2	53.66	29.79	18.18	31.71	48.94	81.82	*	19.15	0.00	*	2.13	0.00	41	47	11
3	*	19.35	36.96	42.11	41.94	28.26	*	22.58	21.74	*	16.13	13.04	38	31	46
4	*	42.86	36.36	57.69	40.00	54.55	*	11.43	6.82	*	5.71	2.27	26	35	44
5	*	15.79	46.67	*	73.68	46.67	*	5.26	6.67	*	5.26	0.00	15	19	30
6	*	33.33	40.74	*	41.67	37.04	*	16.67	22.22	*	8.33	0.00	12	12	27
All Grades	34.82	22.09	34.48	32.39	40.96	42.53	17.81	23.69	13.79	14.98	13.25	9.20	247	249	174

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.

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	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
K	16.92	1.72	0.00	*	24.14	0.00	40.00	56.90	31.25	29.23	17.24	68.75	65	58	16
1	38.00	8.51		32.00	21.28		*	42.55		*	27.66		50	47	
2	34.15	2.13	45.45	39.02	42.55	18.18	*	42.55	36.36	*	12.77	0.00	41	47	11
3	*	0.00	6.52	*	29.03	21.74	42.11	41.94	43.48	28.95	29.03	28.26	38	31	46
4	*	20.00	9.09	*	28.57	34.09	*	34.29	34.09	*	17.14	22.73	26	35	44
5	*	5.26	26.67	*	5.26	13.33	*	68.42	40.00	*	21.05	20.00	15	19	30
6	*	0.00	22.22	*	8.33	29.63	*	41.67	33.33	*	50.00	14.81	12	12	27
All Grades	19.43	5.62	14.94	27.13	26.10	22.41	28.34	46.59	37.36	25.10	21.69	25.29	247	249	174

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 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
K	38.46	8.62	0.00	38.46	75.86	62.50	23.08	15.52	37.50	65	58	16
1	56.00	27.66		30.00	61.70		*	10.64		50	47	
2	73.17	34.04	18.18	*	65.96	81.82	*	0.00	0.00	41	47	11
3	*	12.90	23.91	63.16	64.52	58.70	*	22.58	17.39	38	31	46
4	*	25.71	43.18	65.38	62.86	56.82	*	11.43	0.00	26	35	44
5	*	0.00	33.33	*	89.47	56.67	*	10.53	10.00	15	19	30
6	*	16.67	29.63	*	75.00	62.96	*	8.33	7.41	12	12	27
All Grades	44.94	19.68	28.74	42.51	69.08	60.34	12.55	11.24	10.92	247	249	174

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.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	21.54	18.97	6.25	41.54	50.00	25.00	36.92	31.03	68.75	65	58	16
1	42.00	6.38		44.00	65.96		*	27.66		50	47	
2	48.78	23.40	18.18	41.46	72.34	81.82	*	4.26	0.00	41	47	11
3	47.37	35.48	42.22	42.11	48.39	44.44	*	16.13	13.33	38	31	45
4	46.15	62.86	40.91	50.00	31.43	54.55	*	5.71	4.55	26	35	44
5	*	63.16	60.00	*	31.58	40.00	*	5.26	0.00	15	19	30
6	*	33.33	65.38	*	50.00	26.92	*	16.67	7.69	12	12	26
All Grades	39.68	29.72	43.60	43.32	53.01	44.19	17.00	17.27	12.21	247	249	172

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
K	*	0.00	0.00	64.62	77.59	37.50	23.08	22.41	62.50	65	58	16
1	54.00	23.40		30.00	46.81		*	29.79		50	47	
2	51.22	8.51	54.55	36.59	76.60	45.45	*	14.89	0.00	41	47	11
3	*	3.23	10.87	52.63	58.06	41.30	36.84	38.71	47.83	38	31	46
4	*	14.29	13.64	65.38	62.86	59.09	*	22.86	27.27	26	35	44
5	*	10.53	20.00	*	63.16	56.67	*	26.32	23.33	15	19	30
6	*	0.00	29.63	*	41.67	40.74	*	58.33	29.63	12	12	27
All Grades	27.13	9.24	17.82	47.77	64.26	48.28	25.10	26.51	33.91	247	249	174

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
K	38.46	34.48	0.00	41.54	41.38	31.25	20.00	24.14	68.75	65	58	16
1	24.00	8.51		64.00	59.57		*	31.91		50	47	
2	34.15	6.38	45.45	65.85	78.72	36.36	22.64	14.89	18.18	41	47	11
3	*	6.45	2.17	76.32	83.87	78.26	*	9.68	19.57	38	31	46
4	*	14.29	13.64	65.38	71.43	72.73	*	14.29	13.64	26	35	44
5	*	5.26	10.00	*	89.47	76.67	*	5.26	13.33	15	19	30
6	*	0.00	29.63	100.00	75.00	70.37	*	25.00	0.00	12	12	27
All Grades	22.27	14.06	13.22	61.94	66.67	68.39	15.79	19.28	18.39	247	249	174

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. Based on the 2018-19 ELPAC data, 8% of students scored a level 4 for the overall category. 22% scored a level 4 in the Oral domain with only 7% scoring at a level 4 in the Written domain.
2. Students performed the best in the Speaking domain with 30% scoring at a level 4.

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
431	76.1	54.8	0.7
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	236	54.8
Foster Youth	3	0.7
Homeless	36	8.4
Socioeconomically Disadvantaged	328	76.1
Students with Disabilities	34	7.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian or Alaska Native		
Asian	7	1.6
Filipino	24	5.6
Hispanic	389	90.3
Two or More Races	3	0.7
Native Hawaiian or Pacific Islander	1	0.2
White	5	1.2

Conclusions based on this data:

1. John Otis students predominantly come from low socio-economic homes (85%) and identify as Hispanic (90%).

2. Another large subgroup of students at John Otis is English Learners. Approximately 65% of students enrolled belong to this subgroup.
3. Students with disabilities make up about 9% of the 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  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. John Otis' scores for ELA are Orange and for math they are Yellow.
2. Chronic absenteeism is also Yellow.
3. The suspension rate is in Orange which indicates a need to improve in that area.

School and Student Performance Data

Academic Performance English Language Arts

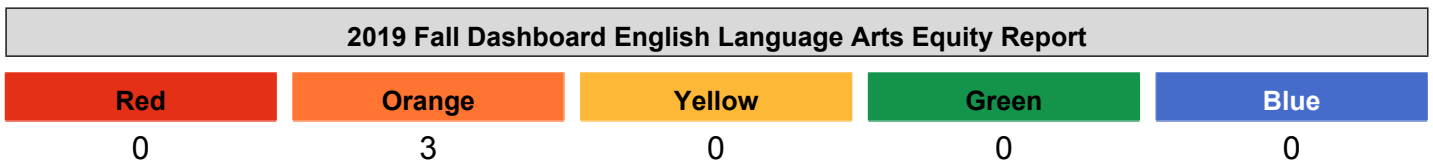
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











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> <p>Orange</p> <p>20.8 points below standard</p> <p>Maintained -0.6 points</p> <p>233</p>	<p>English Learners</p> <p>Orange</p> <p>27.5 points below standard</p> <p>Maintained -0.2 points</p> <p>162</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>53.4 points below standard</p> <p>Declined -4.2 points</p> <p>21</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>22.7 points below standard</p> <p>Maintained ++1.8 points</p> <p>211</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>100.2 points below standard</p> <p>Increased Significantly ++24.2 points</p> <p>28</p>

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 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 38.1 points above standard Maintained ++1.1 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 27.2 points below standard Maintained -1.1 points 195	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 36.9 points below standard Increased ++5.2 points 11

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
76 points below standard Declined -5 points 96	43 points above standard Declined -14 points 66	7 points below standard Maintained -0.4 points 68

Conclusions based on this data:

- All students and subgroups of students maintained performance in English Language Arts (ELA). Homeless students declined their performance -4.2 points in ELA while students with disabilities significantly increased their performance by 24.2 points.
- Hispanic and Filipino students maintained ELA performance while White students increased by 5.2 points.
- Our current English learners and Reclassified English learners declined significantly in their performance in ELA, -5 and 14 points, respectively. These scores indicate a strong need to improve instruction for these subgroup of students.

School and Student Performance Data

Academic Performance Mathematics

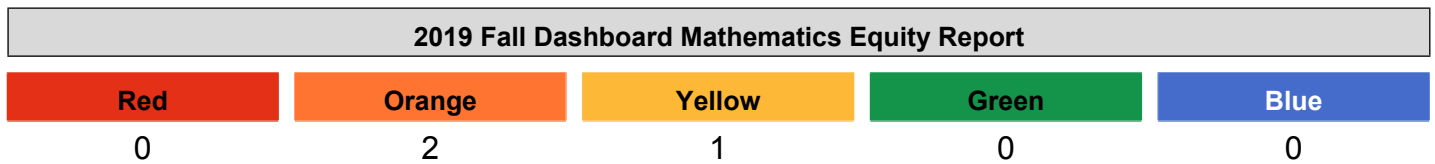
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











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> Yellow 33.4 points below standard Increased ++3.6 points 232	<p>English Learners</p> Orange 36 points below standard Maintained ++2.6 points 161	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color 73.6 points below standard Declined -3.9 points 21	<p>Socioeconomically Disadvantaged</p> Yellow 36 points below standard Increased ++6.8 points 211	<p>Students with Disabilities</p> No Performance Color 115.5 points below standard Increased Significantly ++20.6 points 27

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 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 16.8 points above standard Increased ++12.1 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 38.7 points below standard Maintained ++1.5 points 194	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 56.2 points below standard Declined -8.1 points 11

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
71.8 points below standard Declined -4.6 points 95	15.7 points above standard Maintained -1.1 points 66	28.1 points below standard Increased ++5 points 68

Conclusions based on this data:

1. All students and subgroups of students increased significantly or maintained in the area of math except for homeless students who declined by -3.9 points.
2. Filipino students are scoring about 17 points above standard. All other subgroups are about 36 points below standard with exception of homeless and students with disabilities that are approximately 74 and 115 points below standards, respectively.
3. Reclassified English learners are performing at 15.7 points above standard. The other groups of English learners performed below standard; however, our English only students increased by 5 points. Our current English learners declined by 4.6 points scoring 72 points below standard.

School and Student Performance Data

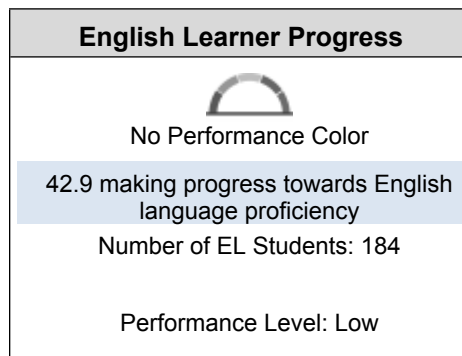
Academic Performance English Learner Progress

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



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
41	64	4	75

Conclusions based on this data:

1. Approximately 43% of English learners are making progress toward English language proficiency indicating a need for more intensive English language development.
2. The majority of English learners progressed at least one ELPI level with 75% showing growth. 64% maintained their ELPI level.
3. 41% of ELs decreased one ELPI Level.

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.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

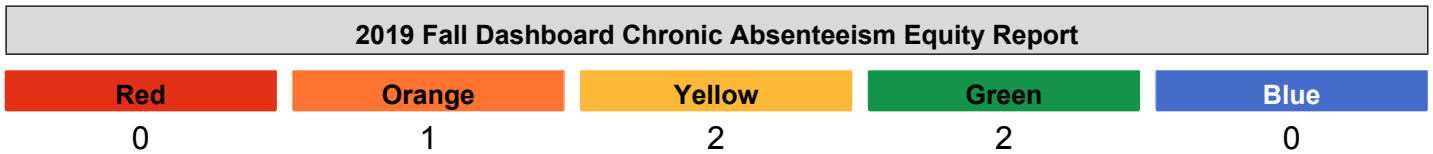
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











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>  Yellow 10.5 Declined Significantly -16.8 496	<p>English Learners</p>  Green 8.1 Declined Significantly -15.9 297	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  Orange 21.6 Declined -16.5 51	<p>Socioeconomically Disadvantaged</p>  Green 9.5 Declined Significantly -17.3 420	<p>Students with Disabilities</p>  Yellow 12.2 Declined -15.2 49

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 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 3.4 Declined -12.8 29
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.8 Declined Significantly -17.3 437	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 9.1 Declined -30.9 11

Conclusions based on this data:

1. All subgroups showed a decline in chronic absenteeism.
2. English learners and socioeconomically disadvantage students subgroup showed a significant decline in chronic absenteeism.
3. Chronic absenteeism for Hispanic subgroup declined significantly by-17.3.

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

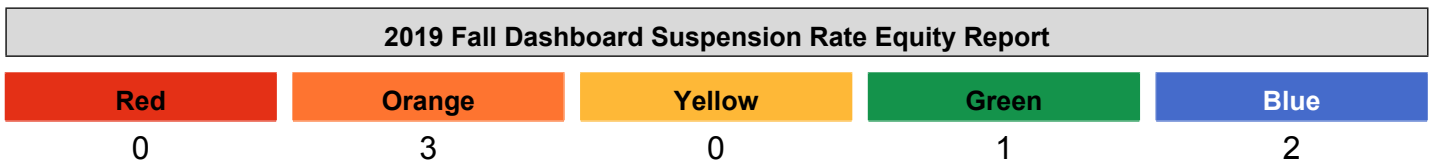
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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










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> <p>Orange</p> <p>1.5</p> <p>Increased +1.5</p> <p>523</p>	<p>English Learners</p> <p>Green</p> <p>0.3</p> <p>Increased +0.3</p> <p>310</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>1</p>
<p>Homeless</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>55</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.8</p> <p>Increased +1.8</p> <p>439</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>1.9</p> <p>Increased +1.9</p> <p>54</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8		 No Performance Color <div style="background-color: #ccccff; padding: 2px; text-align: center;">0</div> 11	 Blue <div style="background-color: #ccccff; padding: 2px; text-align: center;">0</div> Maintained 0 30
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #ccccff; padding: 2px; text-align: center;">1.5</div> Increased +1.5 458	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 3	 No Performance Color <div style="background-color: #ccccff; padding: 2px; text-align: center;">0</div> Maintained 0 11

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	1.5

Conclusions based on this data:

1. John Otis's suspension data increased 1.5% in 2018-2019.
2. Homeless students maintained while students with disabilities, English learners, and socioeconomically disadvantaged showed the greatest increase in suspensions with an increase of 1.9, 0.3, and 1.8 respectively.

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

Planned Improvements in Student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them to acquire English language proficiency, re-designate and continue to achieve grade level academic expectations.

Goal 1

English Learners will actively engage in grade-level standards-based instruction provided by high-quality teachers. English Learners will continue to progress throughout the year and continue to acquire oral, reading, and writing skills as they progress towards English proficiency.

- A. English Learners will increase 1% in 2021-2022.
- B. The percentage of English learners performing at grade level, according to the fall iReady Reading Diagnostic, will increase by 2%.
- C. The percentage of English learners performing at grade level, according to the fall iReady Math Diagnostic, will increase by 2%.
- D. Increase ELPAC overall average score by 50 points and overall percentage by 2%.
- E. Decrease CAASP distance from standard by 2 points for ELA and math.

Identified Need

National School District has approximately 52.7% of its students identified as English learners(EL). The 2019 California School Dashboard indicates that our ELs scored orange in both ELA and math on CAASPP. NSD is committed to ensuring opportunity and access to all content areas through strong language development.

- A. In 2020-2021 John Otis reclassification rate was 3.9%, a decrease from 7.6%
- B. According to iReady ELA in 2019-2020 44% of ELs at John Otis were identified as Tier 1 compared with 9% in 2020-2021, a decrease of 35%
- C. According to iReady Math in 2019-2020 42% of ELs at John Otis were identified as Tier 1 compared with 2% in 2020-2021, a decrease of 40%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	21% Meet or Exceed Standards	25% Meet or Exceed Standards
CAASPP Math EL Data	19% Meet or Exceed Standards	21% Meet or Exceed Standards
ELPAC Overall Percentage Data	36.0% met overall ELPAC standards	38% will meet overall ELPAC standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Oral Percentage Data	48.0% met oral ELPAC standards	50% % will meet orall ELPAC standards
ELPAC Written Percentage Data	23.0% met written ELPAC standards	25% % will meet written ELPAC standards
iReady ELA EL data Fall 21-22	17% of English Learner students in Tier 1 (Fall 21-22)	19% of English Learner students in Tier 1 (fall 22-23)
iReady Math EL data Fall 21-22	7% of English Learner students in Tier 1 (Fall 21-22)	9% of English Learner students in Tier 1 (fall 22-23)
Reclassification Rate	3.9% students reclassified in 2020-2021	5.9% students reclassified
ELPAC Overall Average	Overall average is 1502	Increase in overall average by 50 points
ELPAC Oral Average	Oral average is 1500	Increase in oral average by 50 points
ELPAC Written Average	Written average is 1503	Increase in written average by 50 points

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

NSD implemented English Language Arts adoptions in 2019-2020. John Otis will:

*Provide professional development focused on building academic conversation (oral and written discourse) using research-based strategies and protocols to increase the frequency of use in instructional delivery throughout content, including implementation of California Science Framework.

*Provide ongoing professional learning and coaching focused on designated and integrated ELD emphasizing and alignment with NSD resources by the district resource teachers.

*Provide additional training opportunities to staff to analyze the effectiveness of ELD differentiation strategies by measuring student progress using multiple measures including but not limited to ELPAC, CAASPP, iReady, and LAS links.

*Continue resource teacher and leadership professional development for data analysis of ELD proficiency levels and implications for differentiation for students during instructional delivery in all content areas, utilizing key data tools such as MEGA Dashboard, Panorama, CORE, etc.

*Provide ongoing professional development/coaching for classroom teachers in using classroom-level data tools and reports to guide instructional design for English learners and provide tools for monitoring student progress.

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)
1,000	Title I English Learner Site Liaison
0	LCAP LAS (Cost embedded in Goal 2)
6,000	District Funded Assessment Center Support
0	Title I Textbooks (Cost embedded in Goal 2)
0	Title I Materials Supplies and resources (Cost embedded in Goal 2)
0	Title I In House Production (Cost embedded in Goal 2)
0	Title I Materials for Classrooms (Cost embedded in Goal 2)
0	Title I Books other than textbooks (Cost embedded in Goal 2)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Expanded Programs for Language Acquisition for English Learners
 * Will provide additional targeted school site support designed to increase language learning opportunities through multi-tiered systems of supports.

* Will provide targeted linguistic and academic interventions for English learners with particular focus on students at risk for being identified as long-term (LTEL) with the goal of reclassification prior to grade six. John Otis will embed extended day academic supports into our School Plans for Student Achievement.

*Provide resources and instruction to increase literacy skills for LTEL as measured by Lexile levels to meet base number in-band range for grade level and embed in School Plans for Student Achievement.

*Provide literacy coaching and targeted academic growth goals during 1/1 Rtl time.

*Provide outreach and support to ensure EL are participating in a broad course of study including extended learning.

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)
0	District Funded District Resource Teachers
0	District Funded Enrichment Teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

During the 2021-2022 school year, John Otis will provide targeted Social-Emotional Support of English Learners

*will provide programs responsive to different English learner (EL) strengths, needs, and identities, and socio-emotional health and development. Will continue implementation of the CA ELD Standards in tandem with CA State content standards to staff to deepen implementation and foster growth on academic language for English learners. Staff will utilize phases of implementation and tools to ensure continuous growth and consistency of implementation across the system.

*Provide continued follow-up training for the District ELA/ELD Resource teachers for implementation through coaching of research-based instructional strategies for English learners for both designated and integrated ELD, and SLD for Dual language learners.

*Provide Spanish language assessment software for appropriate class placement and language support of English learners and dual language learners.

* Provide engaging and challenging material and software focused on increasing vocabulary and language development that aligns to the ELD performance bands to ensure targeted language support based on need.

*Provide Imagine Learning Software to support language acquisition. Monitor the use of Imagine Learning licenses for English Learners.

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)
0	Title I Technology Liaison (Cost embedded in Goal 2)
0	Title I Technology Support (Cost embedded in Goal 2)
0	District Funded Imagine Learning

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Extended Learning Time:

Extended learning opportunities have been established to support students who are not meeting English Language growth expectations. These include:

- Impact Teacher and Language Arts Specialist (LAS) will provide ELD instruction to English learners. LAS is highly qualified in assessment and instruction in ELA. She supports students by providing differentiated small group instruction in

English language development.

- After School Intervention Program:
- REACH personnel collaborates with site principal and school staff to ensure REACH program supports school goals.
- After school classes that provide small group support through the SES program for our Long Term English Language Learners.
- Additional materials and resources will be required.

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)
0	Title I Impact Teachers (Cost embedded in Goal 2)
0	Title I Materials Supplies and resources (Cost embedded in Goal 2)
0	LCAP Materials Supplies and resources (Cost embedded in Goal 2)

Annual Review

SPSA Year Reviewed: 2020-21

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.

There is a need to support students with Distance Learning during in-school closures due to COVID-19. Teachers continue to implement standards based lessons delivered via distance learning. Teachers continue to meet to analyze data that informs instruction. Providing students an opportunity to practice their English Language Development during Distance Learning has also been challenging.

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

Due to school closures, the needs of our school have changed. This year, teachers are requesting support by reaching out to families and students to check on social-emotional wellbeing, as well as learning engagement. Also, Distance Learning has been challenging for many of our students.

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.

We will continue to focus on this goal.

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

Planned improvements in student academic performance

LEA/LCAP Goal

Increase academic proficiency for all students through a multi-tiered system of supports framework that advances the global competency skills of communication, collaboration, creativity, and problem solving needed for future success.

Goal 2

All students will actively engage in grade-level, standards-based instruction provided by high-quality teachers. Teachers will use high-leverage instructional strategies in order to improve Tier 1 instruction and mitigate learning loss created by the pandemic.

- A. The percentage of all students performing at or above grade-level standards, according to the Fall iReady reading Diagnostic, will increase by 2%.
- B. The percentage of all students performing at or above grade-level standards, according to the Fall iReady Math Diagnostic, will increase by 2%.
- C. Decrease CAASP distance from standard by 2 points for ELA and math.

Identified Need

National School District has approximately 85% of its students identified as unduplicated. The 2019 California School Dashboard indicates that John Otis students scored orange in ELA and yellow in math on CAASPP. John Otis is committed to providing more targeted support through the implementation of MTSS to promote greater interventions for academic growth.

- A. In 2019 - 2020, according to iREADY ELA data, 54% of all students at John Otis were identified as Tier 1 compared with 16% in 2020-2021, a decrease of 38%.
- B. In 2019 - 2020, according to iREADY math data, 51% of all students at John Otis were identified as Tier 1 compared with 7% in 2020-2021, a decrease of 44%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All students	45% Meet or Exceed Standards	47% Meet or Exceed Standards
CAASPP Math All students	40% Meet or Exceed Standards	42% Meet or Exceed Standards
iReady Reading All students	16% of students at Tier 1 (average of grades K-6)	18% of students in Tier 1 (average of grades 1-6)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math All students	7% of students at Tier 1 (average of grades K-6)	9% of students in Tier 1 (average of grades 1-6)
CAASPP ELA SWD	11% Meet or Exceed Standards	13% Meet or Exceed Standards
CAASPP Math SWD	11% Meet or Exceed Standards	13% Meet or Exceed Standards
iReady Reading SWD	10% of students at Tier 1 (average of grades K-6)	12% of students in Tier 1 (average of grades 1-6)
iReady Math SWD	8% of students at Tier 1 (average of grades K-6)	10% of students in Tier 1 (average of grades 1-6)

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

Teacher Data Analysis Aligned to Tiered Supports

*Provide teachers opportunity to analyze and disaggregate student academic/social-emotional data to identify appropriate tiered supports, gauge effectiveness, determine progress monitoring timeline and next steps. This analysis will include additional focus on differentiation and needs for homeless/foster youth, low-income students, English learners, and students with disabilities.

a. Fund roving teachers to release classroom teachers for data teams collaboration time and professional learning. During this release time, teachers will monitor progress and reflect on instructional practices, unpack priority standards, and analyze student growth.

b. Build teacher capacity around instructional strategies that promote critical thinking in English language arts and math.

c. Provide ongoing data analysis training for principals and instructional leaders.

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)

1,000

Source(s)

Title I

Supplemental Materials & Textbooks

3,000

LCAP

	Supplemental Materials & Textbooks
1,000	LCAP Teacher Extra Time
3,000	LCAP In-house Production

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

Enrichment Units Alignment to District Focus
 Implement additional enrichment units in alignment to the District's focus of innovative learning, educational technology, arts, and physical education. These additional units will be principally directed to serving unduplicated students by increasing background knowledge and promoting higher engagement focused on positive attitudes towards school.

- Incorporate training on innovative instructional approaches (project-based learning, maker spaces, engineering, gardening, coding, etc.) into enrichment units, instructional technology.
- Continue to provide training and curriculum development opportunities for enrichment teachers.
- Purchase and stock needed materials for the enrichment program.
- Provide program supervision to ensure continuous program improvement.

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)
6,000	LCAP Books other than textbooks
1,000	Title I Books other than textbooks
7,000	LCAP Materials, Supplies, and Resources
10,000	LCAP Computers/Technology
29,115	LCAP

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

Preschool Students

Strategy/Activity**Early Education/Literacy Opportunities to Close Gaps**

Provide early education learning opportunities with focused outreach to homeless/foster youth, low-income, and English learners.

- Recruit for and provide early learning through Head Start and CSPP funding, including access to education, special education, English learner, health, family support, and parent education services.
- Provide an "embedded coach." This coach provides assistance with modeling, support, and inclusion strategies for all preschool staff.
- Provide professional development on inclusionary practices for all preschool staff.

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)

500

LCAP

Stamps/Postage

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

Preschool Students

Strategy/Activity**Professional Development and Teacher Support**

Provide teachers increased training, time and collaboration on content standards and research-based practices to ensure the employment of best practices known to increase student achievement with principal focus on unduplicated students.

- Provide continued support of district resource teachers and UCI to assist in the implementation of the CA Common Core State Standards or conceptual and applied practices of mathematics.
- Provide continued support of district resource teachers to assist in the implementation of the CA Common Core State Standards for applied practices of English language arts.
- Supplemental purchases of instructional materials to support the instructional delivery of ELA/ELD and math framework.

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)
0	LCAP Materials, Supplies, and Resources ((Cost embedded in Goal 2)
0	Title I Books other than textbooks (Cost embedded in Goal 2)
0	LCAP Books other than textbooks (Cost embedded in Goal 2)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

MTSS Frameworkband Monitoring Student Performance for Strategic Decision Making

Align, refine and increase the integrated multi-tiered system of support (MTSS) framework for monitoring needs, aligning support program(s), and collecting an evidence base for strategic decision making with principal focus on ensuring access to English learners, foster youth/homeless, and low-income students.

- a. Create an integrated academic and behavioral resource and protocol to be implemented at all sites to ensure appropriate and targeted response to student needs based on data.
- b. Provide training and materials for tiered intervention response to promote academic achievement.
- c. Provide Language Arts Specialist at each site to monitor and coordinate intervention for students based on data and aligned targeted services.
- d. Provide adaptive software programs to support academic skills acquisition targeted to the needs of foster youth, English learners, and low-income students.
- e. Fund and implement MTSS RTI student information system to ensure equity and access to academic and social-emotional supports for students including English learners, foster/homeless youth, and low income.
- f. Provided extended learning opportunities for students to accelerate learning by certificated staff and other learning support options.
- g. Provided extended learning opportunities for students to accelerate learning for students services by paraprofessionals by extending day and additional intersession supports (including custodial, meals, classroom etc.)
- h. Provide meal/snack services for students during extended learning opportunities.

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)
4,000	LCAP Travel & Conference
3,000	LCAP Professional/Consulting & Operating Expenditures
145,000	District Funded LAS Specialist
0	LCAP Equipment Replacement (Reserve) - (Cost embedded in Goal 2)
3,000	LCAP Other Computer Apps and Software (Raz Kids, Scholastic, Mystery Science)
3,000	Title I Other Computer Apps and Software (Raz Kids, Scholastic, Mystery Science)
41,938	Title I Impact Teachers
15,000	LCAP Teacher Extra Time

Annual Review

SPSA Year Reviewed: 2020-21

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.

There is a need to support families that are struggling to support their children with Distance Learning during in-school closures due to COVID-19. Teachers continue to implement standards based lessons delivered via distance learning. Teachers continue to meet to analyze data that informs instruction.

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

Due to school closures, the needs of our school have changed. This year, teachers are requesting support by reaching out to families and students to check on social-emotional wellbeing, as well as learning engagement. Also, Distance Learning has been challenging for some of our families.

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.

We will continue to focus on this goal.

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

Planned improvements in student performance with an emphasis on parent and community engagement.

LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

Goal 3

Expand communication and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

Identified Need

Research over the last five decades concludes that parents are the most influential factor in their student's academic and social achievement in school. High parent involvement is associated with increased school performance, attendance, student agency, and a positive attitude towards school. NSD and John Otis are committed to empowering and engaging parents with school participation opportunities aligned to meet parent interests and needs, with a particular focus on serving parents of unduplicated students and special education needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation Counts	We currently have an average attendance of 9 parents per meetings	5% gain in participation
Parent Newsletter	Weekly parent newsletter	Continue weekly parent newsletter
Parent/Teacher Conference Attendance	60% attendance rate	65% attendance

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

Family and Community Partnerships

NSD will focus on building trustful family and community partnerships to provide resources to support student engagement and academic achievement. Resources will be principally directed to support the specific needs of unduplicated students and their families.

- a. Collaborate with SBCS to maintain the Memorandum of Understanding that defines the responsibilities of all collaborating entities on the Family Resource Center.
- b. Collaborate with the National City Collaborative Family Resource Center in order to 1) Engage with the Community 2) increase community outreach, 3) Identify mutual interest and goals with trusted community partners 4) Invite community members to serve our NSD community 5) Maintain an open-door policy 6) Provide venues and actions to increase parent engagement with school sites.
- c. Partner with the NC Promise Neighborhoods collaborative to provide resources and community support to improve educational opportunities for students within targeted schools within the community.
- d. Employ a family engagement resource teacher to provide opportunities and coordination for workshops, resources, and events, assist sites in the development of their parent engagement programs, assist sites in providing information and facilitating home-school communication, establish communication with stakeholders to obtain input and provide feedback, support English learners and their parents.
- e. Continue with parent engagement programs at John Otis as outlined in the School Plans for Student Achievement.
- f. Hold parent Student Support Team meetings for students who are struggling academically, socially, or behaviorally.
- g. Provide incentives to increase parent participation.

The following parent forums are available to support student achievement:

- * School Site Council
- * English Learner Advisory Committee (ELAC)
- * Parent-Teacher Association (PTA)
- * DELAC Representative
- * District Advisory Committee
- * Parent Volunteers
- * PBIS Committee Meeting
- * Coffee with the Principal

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)
1,000	LCAP Teacher Substitutes
2,000	LCAP Refreshments/Raffles for Meetings
0	LCAP

Materials and Supplies and Resources (Cost embedded in Goal 2)

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

Early Education Extended Support for Families

Continue to build trustful partnerships that extend support for John Otis families and children to have access to early education, access to educational opportunities, and support for transition to educational settings through John Otis MTSS framework.

- a. Provide parent engagement opportunities through workshops, outreach, and resources to support academic achievement and social/emotional needs of students.
- b. Family Resource Center and preschool Family Liaisons to support families with accessing resources to support foundational needs.
- c. Provide educational technology workshops to enable parents to support students in course work and school engagement.

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)

1,437

Title I

Parent Training

0

LCAP

In-house Production

0

LCAP

Materials and Supplies and Resources (Cost embedded in Goal 2)

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

Title I School-Level Parent and Family Engagement Policy

John A. Otis Elementary
2021-2022

2.0 With approval from the local governing board, John A. Otis has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) John Otis has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. (20 U.S.C. § 6318[a][2]). Input is gathered through parent/guardian surveys, Coffee with the Principal Forums, and reviewed with the John Otis English Learner Advisory Committee and John Otis school site councils. John A. Otis has distributed the policy to parents and family members of children served under Title I, Part A. The policy is distributed to families through our John Otis Parent newsletters, as well as the annual notification parent handbook and posted on the district's website.

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at John Otis Elementary the following practices have been established:

John A. Otis Elementary convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

John A. Otis Elementary host an annual Title I meeting at the beginning of the school year. We review the following items with parents: What is Title I, Parent Rights under Title I, Parent Involvement and engagement, John Otis School Achievement Data, School Plan for Student Achievement, how John Otis allocates Title I Funds, and Title I Parent Involvement Policy. Our intent is to provide information to parents so together we can work together to increase academic achievement by promoting parent education and increasing parent involvement. We also share how we provide direct instruction to support students and how teachers receive professional development.

Home/School Compact- the home/school compact describes the responsibility of the school, the parent, and the students for improved student achievement.

John A. Otis Elementary offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2]). Parent meetings at John Otis Elementary are offered at various times (9:00 am, 4:00 pm, 5:30...) to meet the needs of working families.

John A. Otis Elementary involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

NSD annually schedules community forums and conducts parent surveys to gather feedback about what is working and areas that may need improvement regarding the LCAP, the LCAP Federal Addendum, the new Learning Continuity, and Attendance Plan, as well as school and district goals and actions. Stakeholder feedback is also gathered at school meetings as well as district and school advisory committee meetings. The information gathered is used to revise the district's LCAP, the LCAP Federal Addendum, the Learning Continuity and Attendance Plan, and the sites' School Plan for Students. John Otis also gathers feedback from parents during all parent engagement meetings (ELAC, SSC, Coffee with the Principal, and PTA Meetings).

John A. Otis Elementary provides parents of participating children with the following:
Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
NSD provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B]) District staff works collaboratively with site administrators to plan and implement parent and family engagement activities. Site principals collaborate together to plan and coordinate activities and best practices. Activities include Coffee with the Principal, Literacy/Math nights, parent information nights and workshops, and family events. Activities for each site are described in the school's parent and family engagement policy, school-parent compact, and are included in the School Plan for Student Achievement.
If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C]). A parent newsletter is sent on a weekly basis to invite parents to various meetings. Parents are also reminded via School Messenger Phone blast to remind them of parent meetings.
If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5]) John Otis Elementary coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C]) John Otis Elementary conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying the following: (20 U.S.C. § 6318[a][2][D])

2.2 Building Capacity for Involvement

(Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

John A. Otis Elementary provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

The District Resource teacher for Parent Engagement works collaboratively with site administrators to plan and implement parent and family engagement activities in both English and Spanish. District Resource teacher plans and coordinates activities for all NSD families. Activities include Parent Presentations on a variety of topics throughout the school year, Family Leadership Institute - Parent Academy, NSD Annual Parent Summit, NSD Annual 5K and Resource Fair, and coordinates a variety of parent presentations/workshops and events with outside community partners. The District Resource teacher also provides a monthly Family Empowerment Newsletter for all NSD families with recommendations/tips to implement at home to improve student academic achievement and school performance. Since the school closures, the District Resource teacher created and updated the Family Empowerment websites for our families in English and Spanish. The websites include Academic Resources, Parent Classes/workshops, information regarding family wellness, and additional community resources.

John A. Otis Elementary provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

Meetings, workshops, presentations, and information is provided to families to support them with strategies to engage with the school. Meetings, presentations, workshops, and information is provided in a language and format easily understood by families. Some strategies presented through these include, how to support their child specifically with reading and math, how to communicate efficiently at home, how to communicate/contact their child's teacher, school principal, school office staff, and assistance with completing school forms in a language and format easily understood by families. Technology strategies and support are provided to parents to troubleshoot technological issues via weekly parent newsletters as well as individual parent phone calls.

John A. Otis Elementary educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

John A. Otis Elementary trains teachers to communicate effectively with parents. (EC § 11502[d]). District leadership provides resources and information to teachers and administrators for effectively communicating with families.

John A. Otis Elementary, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

John A. Otis Elementary coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])

John A. Otis Elementary involves parents and family members to engage in school or NSD community events and activities for programs, including some State Preschool, English Learners, and Special Education with those offered through Title 1, Part A.

John A. Otis Elementary ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Meetings, presentations, workshops, and information is provided in a language and format easily understood by families. Some strategies presented through these include, how to support their child specifically with reading and math, how to communicate efficiently at home, how to communicate/contact their child's teacher, school principal, school office staff, and assistance with completing school forms in a language and format easily understood by families.

John A. Otis Elementary provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

John A. Otis Elementary involves parents in school activities served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F])

2.3 Accessibility

John A. Otis Elementary to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under

section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

John A. Otis Elementary develops a site parent and family engagement policy and school-parent compact designed to meet the needs of their families. Schools host Back to School Nights family information nights, such as informational meetings, informal meetings with the principal, PTA events including school staff such as Book Fairs, Dances, Festivals, Fundraisers, and many other opportunities for families to engage with the staff. The compact describes how families and school staff share the responsibility for improving student achievement and how the school and families will collaborate to assist students achieve state academic standards.

John A. Otis Elementary uses the findings of such evaluation in subparagraph (g) to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E])

The results of the evaluation are used to design evidenced-based strategies to improve family engagement and revise the parent and family engagement policy, as needed.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

John A. Otis Elementary is a Title 1 schoolwide school. A schoolwide program is comprehensive and designed to support and upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students.

The district policy on parent and family engagement for all schools in the district shall be consistent with the goals and purposes listed below. (EC §§ 11502, 11504, 11506)

Engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society. (EC § 11502[a])

John A. Otis Elementary develops site parent and family engagement plans to address the needs of parents at our school. Each school offers parent and family engagement activities to assist families with supporting learning at home. Information and resources are shared with families at parent information nights, Literacy and Math nights, parent-teacher conferences, parent workshops, as well as on the school website and materials sent home.

Inform parents and family members that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. (EC § 11502[b])

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities. (EC § 11502[c]). John Otis communicates to families on a regular basis to share information and resources on ways to support their students' education. Information about the effectiveness of communication at each site is contained in the annual LCAP survey and used to improve services annually.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

John Otis Elementary develops a School Plan for Student Achievement which includes goals, actions, strategies, and expenditures for family engagement in addition to goals to improve academic achievement and the learning environment.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

John Otis Elementary has a parent volunteer policy that is shared with parents yearly. We recognize that volunteering can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the school's relationship with the community.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

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 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

National School District John A. Otis Elementary Parent-Student-School Compact

The goal of John Otis is to serve students while providing an exemplary, world-class education focused on State Standards in a safe and nurturing environment. To make this a reality, parents, students, and staff have formed a partnership to work toward this goal. Your signature on this compact acknowledges your willingness to join this partnership.

As a parent, I will...

...make sure my child attends school regularly.

...work with the school and communicate regularly about my student's achievement.

...send my child to school regularly and on time.

...provide my child with the necessary materials, space, and time to complete all assignments.

- ...attend parent conferences and as many parent meetings as I can.
- ...support my child with his/her homework.
- ...make sure my child reads 30 minutes every night.
- ...will teach my child to be respectful, courteous, and responsible.
- ...make sure my child follows all school rules.
- ...make sure my child eats a healthy breakfast.
- ...make sure my child knows I love them.
- ... make sure we teach patience and tolerance for everyone

As a student, I will...

- ...be responsible and follow the rules.
- ...come to school daily and on time.
- ...come to school with the necessary materials.
- ...complete all classwork and homework daily
- ...read at least 30 minutes per day.
- ...share important information with my parents.
- ...ask for help when I need it.
- ...follow and obey all ROAR expectations to ensure a safe school that is conducive to learning.
- ...listen to my parent's and teacher's advice.
- ...always try my best!

As a teacher/principal I will...

- ...provide a safe and positive environment for students and parents.
- ...provide appropriate instruction focused on reading, math, and social-emotional learning.
- ...communicate regularly with parents about their child's achievement
- ...hold regular parent meetings and training.
- ...connect parents and students with community resources when needed.

Student Name /Signature

Parent Name/Signature

Teacher Name /Signature

Principal Name/Signature

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 5

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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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.

- Parent attendance at all workshops was low because those workshops were held during the time that parents were at work.
- Although vital information was provided to parents at SSC / ELAC / PTA / DELAC meetings, not enough parents participated and therefore did not have an opportunity to gain from strategies/information shared.

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

None

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.

- Provide workshops at varying times so that more parents can attend.
- Request time at SSC / ELAC / PTA / DELAC meetings to allow the parent liaison to provide multiple opportunities to explain information to parents.
- We recommend continuing this activity.

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

Safety and social emotional wellness

LEA/LCAP Goal

Provide an integrated multi-tiered framework of support that incorporates differentiated instruction, social emotional learning, and positive behavior intervention to improve individualized student outcomes.

Goal 4

Provide opportunities for students to engage in equitable learning opportunities that promote safety and social-emotional wellness:

- A. Suspension rate will decrease by .5%.
- B. Chronic absenteeism will decrease by 1%.
- C. NSD California Healthy Kids Survey (CHKS) an increase of 2% of students feel safe at school most of the time or all of the time on CHKS.
- D. Continue to receive PBIS Level of recognition at the platinum level.

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2018-2019 NSD's administration of the California Healthy Kids Survey show that although 83 percent report they feel safe at school, 17 percent do not. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

In 2017-2018, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

School attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Expulsion Rates	1.5% Suspended, 0% Expulsion (2019)	1% Suspended, 0% Expulsion
Chronic Absenteeism	10.5% Chronically Absent (2019)	9.5% Chronically Absent

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Tiered Fidelity Inventory level of recognition-CA PBIS Coalition	Platinum Level Recognition	Continue Platinum Level Recognition
California Healthy Kids Survey	75% of students feel safe at school most of the time or all of the time	77% of students feel safe at school most of the time or all of the time

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

Culture of Social Emotional Wellness

NSD will create an intentional culture of care that includes a focus on social-emotional wellness, restorative teaching practices, trauma-informed intervention, and positive behavior instruction and supports, principally focused on meeting the needs of English learners, socioeconomically disadvantaged, students with disabilities and homeless/foster youth.

- a. Improve implementation of Positive Behavior Intervention and Support (PBIS) in all schools through monitoring of activities in Single Plans of Student Achievement.
- b. Employ a school counselor to assist with implementation of Positive Behavior Intervention Support at schools, focusing on Tier I and Tier II level referrals.
- c. Utilize a comprehensive assessment system to identify and measure outcomes of students receiving Tier I and Tier II social-emotional interventions, intensified academic instruction, and behavior intervention supports.
- d. Support Homeless and Foster Youth by training additional personnel in Trauma-Informed, Restorative Practices and additional strategies to ensure inclusive supported classrooms.

John Otis will:

- Implement PBIS practices by developing and teaching behavioral expectations, reinforcing students for following expectations, providing clear and consistent interventions when students break expectations, and using data-based decision making.
- John Otis PBIS Handbook has been revised and approved by PBIS Committees and School Site Council and shared with staff.
- John Otis PBIS Parent Information TriFold shared with parents at the beginning of the school year
- PBIS Tier I & Tier II committee meets monthly to analyze behavioral data and best practices in efforts to improve the social and emotional wellbeing of all students.
- Data-based decision-making is utilized within PBIS to make informed decisions about interventions and supports, evaluate the current status of implementation and revise action plans, and evaluate student outcomes.

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)
43,000	Title I School Counselor

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

Multi-Tiered System of Support for Equity and Access

Implement a comprehensive Multi-Tiered System of Support (MTSS) across sites to establish common structures for supporting all students, with additional systems principally focused on the integrated social-emotional and academic needs of unduplicated students to ensure equity and access to learning.

- Design and implement a district-wide integrated student study team referral, monitoring, and evaluation protocol.
- Establish and implement MTSS teams to train and support school staff in the SST protocol system and tiered supports.
- Develop a master plan reflecting the resources and processes of the MTSS integrated framework with particular focus on the social/emotional tiered supports for students.
- Provide training and materials for multi-tiered intervention response to promote academic, behavioral, and social-emotional achievement.
- Train staff around a continuum of student services that address academic, behavioral, and social-emotional health.
- Provide teacher substitute time in order to cover training and collaboration time between staff.
- Provide general education services from school support staff for tier 2 and tier 3 including Psychologists - 25%, Speech-Language Pathologists - 15%, Resource Specialists - 15%.

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)
0	Title I School Counselor- Cost embedded above
1,500	LCAP Certificates/Awards

1,000	LCAP Campus Student Supervisor (Extra Time/Training)
2,000	LCAP Teacher Substitutes

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

Expanded Safety and Support Interventions for Students

In order to provide additional safety and support to students, John Otis will provide additional safety and positive behavior interventions through targeted training in Restorative Practices, de-escalation strategies, and Trauma-Informed Care.

- Build teacher capacity around inclusive instructional and behavioral strategies that promote positive behavioral outcomes in all students.
- Train and certify classified staff with de-escalation practices who work directly with students with intensive behavior or exceptional needs.
- In order to provide additional safety and support to students (attendance, safety, school-based mental health coordination) NSD will employ administrative support to ensure legal services and requirements for students are met.

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)
0	LCAP Books other than Textbooks (Cost embedded in Goal 2)
500	LCAP Clerical & Office Extra Time
500	LCAP Clerical & Office Substitutes (Extra Help)
500	LCAP Health Assistant Substitutes

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers and staff members reward students with Tiger Tickets when students engage in the behavior that is the focus of the week.

Teachers first correct minor student behaviors by either verbally or visually referring back to the expectations (respectful, on task, always safe, and responsible) or implementing the following: PBIS lessons, social-emotional learning, restorative circles, affective statements, active supervision, structured recess, classroom management systems, a school referral system, and an organized and safe learning environment.

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)

0

LCAP

Certificates/Awards (Cost embedded in Goal 4)

0

LCAP

In-house Production (Cost embedded in Goal 2)

Strategy/Activity 5

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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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.

- Based on the feedback from students and teachers 75% of students feel safe at school on CHKS survey. 76% of JO students reported they feel safe (PBIS Student survey).
- Weekly PBIS lessons allowed all staff to implement PBIS practices by developing and teaching behavioral expectations, reinforcing students for following expectations, providing clear and consistent interventions when students break expectations.
- PBIS Tier I & Tier II committee met monthly to analyze behavioral data and best practices in efforts to improve the social and emotional wellbeing of all students.

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

We met our goal; however, COVID-19 has had an impact on student's social emotional wellbeing.

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.

John Otis staff continued to support our students, family, and staff during distance learning. We continue to reach out to students and families to provide social and emotional support. We were awarded the CA PBIS Coalition Community Cares Award for all of our efforts.

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

Innovative learning opportunities

LEA/LCAP Goal

Promote student engagement and achievement through broad course of study and innovative learning programs.

Goal 5

Students will be provided innovative learning opportunities that go above and beyond the school day. These additional opportunities will continue to promote student engagement and achievement by providing new experiences to our students and increase their prior knowledge.

Identified Need

Academic achievement is linked to a student's background knowledge and research has concluded that a broad course of study supports this need, especially for English learners. Research shows that a high level of prior knowledge is positively related to academic success. Additionally, "more prior knowledge gives students more working memory to acquire more new knowledge to enhance their learning engagement (Sweller et al., 1998)." Historically, low-income students enter school with lower levels of prior knowledge and vocabulary. Input from parents and staff indicated a continued desire to provide and expand innovative learning opportunities for students. John Otis is committed to ensuring the growth of the whole child and is focused on providing access to real-world hands-on experiences for students to increase prior knowledge, vocabulary, and content knowledge, with a particular focus on students from low-income homes. Research also shows that students from low socio-economic disadvantaged families have less access to extra and innovative learning opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students participating in expanded learning opportunities	37% of students participate in expanded learning opportunities	47% of our students will participate in expanded learning opportunities
California Science Test (CAST) scores for 5th grade students	2018-2019 CAST score 27.78% met or exceeded	29.78% met or exceeded

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

Equity and Access to Digitized World

Research indicates that there is a digital divide, significantly associated with minority students and low-income students, predated the coronavirus pandemic and will persist beyond it if additional resources are not provided. The ability to access computers and the internet is increasingly important to effectively participate in the U.S. and global economic, political, and social aspects. To ensure equity and access in the ever-increasing digitized world, especially for unduplicated students (low-income students, homeless students, English learners, students with disabilities, and foster youth), John Otis will provide additional opportunities and support systems principally designed to engage in computer science and digital learning opportunities.

- a. Develop and implement coding lessons and applications into classroom instructional delivery for all students.
- b. Provide professional learning for extended days (teachers, REACH on coding curriculum, practices, and pedagogy).
- c. Purchase and maintain software programs, materials, and resources to increase participation in computer science learning and expanded learning opportunities.

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)
10,500	District Funded Technology Support
1,000	Title I Technology Site Liaison

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

Extended Learning Opportunities for Environmental Stewardship

To support the vision of global citizens, students will engage in self-discovery learning and the acquisition of problem-solving skills through environmental stewardship principles to develop understanding on the science of sustainable practices. Extend classroom learning through hands-on environmental education with school gardens and partnership with Olivewood Gardens.

- a. Provide professional learning (teachers, REACH) on using real-world gardens and environmental experiences to achieve California Science and Environmental Principles and Concepts standards to implement extended day learning opportunities (clubs, extended day, lunch bunch, etc).
- b. Develop, implement and support garden curriculum focused on environmental stewardship

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)
0	LCAP Admissions for Field Trips
0	LCAP Field Trips, Transportation
0	LCAP Materials Supplies & Resources (cost embedded in Goal 2)

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

Engage in California State Science Standards
 Research shows that low-income students are underrepresented in scientific careers, and have limited access to necessary science and math prerequisites at every academic level. In addition, these students often need additional opportunities in science learning beyond the core to ensure eligibility for higher-level science coursework in high school. John Otis will provide additional targeted California science. standards training, curriculum, resources, and learning opportunities to ensure engagement and equitable access for traditionally underserved populations (unduplicated students) that extend beyond core.

- Partner with science enrichment organizations, including environmental literacy organizations.
- Support teachers to utilize California Science Framework aligned/designed embedded and formative assessments principally focused on performance and monitoring needs of unduplicated students.
- Offer opportunities to extend science learning outside the classroom (e.g. clubs, lunchtime activities, science education in the garden, field trips, maker spaces, etc.).
- District/schools will offer additional materials and opportunities for parents to learn more about California Science Framework.
- Improve access to virtual showcase opportunities of science learning through district, school, and science websites.
- Expose students to science experiences through environmental education, field-based learning opportunities in partnership with community and outdoor education organizations.
- Provide professional development to California Science Framework standards and classroom pedagogy for teachers, principals, and other staff.
- Provide standards-aligned California Science Framework curriculum, supplemental materials, and resources.

i. Purchase adoption and train all teachers on CA Science Framework standards and new materials.

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)
3,000	LCAP Admissions for Field Trips (cost embedded in Goal 5)
4,000	LCAP Field Trips, Transportation (cost embedded in Goal 5)
0	LCAP Materials Supplies & Resources (cost embedded in Goal 2)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Access to Global Goals and Community Partnership

To support global goals and community partnerships with local groups including but not limited to Ocean Connectors, Olivewood Gardens, Stein Farm.

- a. Provide materials, resources, and training to engage in hands-on outdoor and extended learning with deepen community partnerships with local groups including but not limited to Ocean Connectors, Olivewood Gardens, Stein Farm, City Heights Music.
- b. Professional conferences to develop research-based practices and strategies.
- c. Personalized professional learning for certificated staff to engage in personalized learning focused on core content areas emphasizing innovative strategies and practices for instructional delivery.
- d. Personalized professional learning for classified staff to enhance digital integration with student monitoring and engagement systems.

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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0	<p>LCAP</p> <p>Materials Supplies & Resources (cost embedded in Goal 2)</p>
0	<p>LCAP</p> <p>Admissions for Field Trips (cost embedded in Goal 5)</p>
0	<p>LCAP</p> <p>Field Trips, Transportation (cost embedded in Goal 5)</p>

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 1

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

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

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

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

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

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

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

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

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

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$355,490.00

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	\$93,375.00

Subtotal of additional federal funds included for this school: \$93,375.00

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 (\$)
District Funded	\$161,500.00
LCAP	\$100,615.00

Subtotal of state or local funds included for this school: \$262,115.00

Total of federal, state, and/or local funds for this school: \$355,490.00

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
LCAP	100,615	0.00
Title I	93,375	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	161,500.00
LCAP	100,615.00
Title I	93,375.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	161,500.00
	LCAP	100,615.00
	Title I	92,375.00
	Title I	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,000.00

Goal 2	276,553.00
Goal 3	4,437.00
Goal 4	49,000.00
Goal 5	18,500.00

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

Name of Members	Role
Leticia Segura	Principal
Amber Lozano	Classroom Teacher
Alexia Lopez	Classroom Teacher
Amelia Loaiza	Classroom Teacher
Miriam Ramirez	Other School Staff
Marilou Zepeda	Parent or Community Member
Betty Lopez	Parent or Community Member
Esmeralda Cisneros	Parent or Community Member
Cynthia Godinez	Parent or Community Member
Angelica Mungaray	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 10/26/2021.

Attested:



Principal, Dr. Leticia Segura on 11/19/2021



SSC Chairperson, Angelica Mungaray on 11/19/2021