



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
Rockwood Elementary School	13-63099-6008379	June 3, 2019	June 20, 2019

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)

Targeted Support and Improvement

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.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	3
Table of Contents.....	4
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations.....	6
Analysis of Current Instructional Program.....	6
Stakeholder Involvement	11
Resource Inequities	12
School and Student Performance Data	13
Student Enrollment.....	13
CAASPP Results.....	15
ELPAC Results	19
Student Population.....	22
Overall Performance	23
Academic Performance.....	24
Academic Engagement.....	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	47
Goal 3.....	53
Goal 4.....	58
Goal 5.....	61
Budget Summary	65
Budget Summary	65
Other Federal, State, and Local Funds	65
Budgeted Funds and Expenditures in this Plan	66
Funds Budgeted to the School by Funding Source.....	66
Expenditures by Funding Source	66
Expenditures by Budget Reference	66
Expenditures by Budget Reference and Funding Source	66
Expenditures by Goal.....	67
School Site Council Membership	68
Recommendations and Assurances	69

Instructions.....70

 Instructions: Linked Table of Contents.....70

 Purpose and Description.....71

 Stakeholder Involvement.....71

 Resource Inequities71

Goals, Strategies, Expenditures, & Annual Review72

 Annual Review73

 Budget Summary74

 Appendix A: Plan Requirements76

 Appendix B:.....79

 Appendix C: Select State and Federal Programs81

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).

School-site specific staff and parent surveys were conducted and both qualitative and quantitative data gathered and analyzed. Many meetings were held with parents either through SSC and ELAC or monthly general parent meetings or Coffee with the Principal.

Classroom Observations

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

Our Academic Support Teacher and the Principal did many classroom observations including walk-through's, learning walks with teachers, data walks with district and non-district personnel, and other types of clinical classroom observations.

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)

Each trimester students are administered benchmark assessment as a mid-trimester exam and an essential standards exam at the end of each trimester to show academic progress. Data is used to make instructional and curricular decisions to improve student achievement. In addition, students are administered state assessments that include the following: CELDT, SBAC, CAPA, CMA and Physical Fitness exam. Data from state assessments is also used to measure student achievement and make instructional decisions in order for students and school site to meet/exceed state performance goals.

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

Data is monitored through Data Director via item analysis reports: 1. Overall grade level report (item by item) 2. Teacher by teacher reports 3. Individual student reports. Grade level collaboration meetings are held where staff creates mini SMART action plans that focus on school, grade level or individual students and standards that need improvement. For students in Special Education Programs (SPED), Individualized Education Programs closely monitor student academic, social and vocational progress on a yearly basis. For students in Migrant Education Program (MEP), Individualized Learning Programs closely monitor student academic and social progress on a yearly basis through the school counselor. Also, Special Education students are tested every three years by the school psychologist.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

- * Monitored by district level HR department.
- * County/district Teacher Accountability Report (TAR)

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

- * Monitored by district level HR department.
- * County/district Teacher Accountability Report (TAR)

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

Staff development has been aligned to standards, assessed student performance and professional needs through the following means: Bloom's Taxonomy, Parts 1 & 2, Houghton Mifflin Reading/Lectura initial and advanced training, Intervention Program training for High Point and REACH (Corrective Reading), ELD Summer Academy, Writing Rubric Training, ELA Training (Skill Sets and Checklists), ELD training (Skill Sets and Checklists), ELD Strategies Training, Universal Access Training, Vocabulary strategies training, ADEPT training, Summer Writing Academy, Cognitive Guided Instruction (CGI), Accelerated Reader and Math, English In A Flash, Read 180/System 44, Data Director, GENESIS, Study Island, DORA, Brokers of Expertise, Lesson Studies, Learning Walks and Explicit Direct Instruction (EDI). Training is provided to new staff members as needed. Currently, we have received much Systematic ELD, CCSS, SBAC, NWEA and math adoption toolkit training, and are embarking on the Apple Connect-Ed's one-to-one/ educational technology training program.

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

Academic Support Teachers provide:

- * Data Analysis/Collaboration
- * Lesson Studies
- * Lesson Demos
- * Scholastic's i-Read, System 44 and Read 180 Coordination
- * Grade Level Coaching
- * Individual Coaching and more...

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

This year teachers voted and approved to bank minutes to build time into their schedule for grade level collaboration. Teachers meet and collaborate in professional learning communities to evaluate data, make instructional decisions, generate lessons and create a plan to monitor student academic progress.

Teaching and Learning

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

The curriculum, instruction, and materials in the content areas of Language Arts, Mathematics, Science and Social Studies are aligned to content and performance standards with the use of the state- and district-adopted programs which are as follows: Key State Standards, Blue Prints, Release Item Questions, Technical Report and Item Analysis Report. However, we have made the transition to the new California Common Core State Standards (CCSS) and the Smarter Balanced Assessment Consortium (SBAC).

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

All schools follow the recommended instructional minutes as established by California Education Code. District office and school sites monitor instructional minutes to make sure they are in compliance.

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

Intervention hours/courses are built into daily master schedule. Pacing schedules are guided by CELDT and the CCSS.

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

Rockwood Elementary School is in first year of Williams review and is Williams compliant. Every student has access to CORE textbooks and materials.

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

All school site textbooks and instructional materials are standards based and SBE adopted. They include the following:

Language Arts: Core Program
Houghton Mifflin – K-6th Grade
Reading – A Legacy of Literacy

Alternative Education and New Comer Programs:
Houghton Mifflin – K-2nd Grade & other grades for NC
Reading – Lectura

Mathematics: Core Program
Harcourt Math – K-6th Grade

Intervention Programs
Language Arts and Mathematics
Standards Plus - K-6th Grade
Buckle Down – K-6th Grade
Read Naturally – K-6th Grade
Read 180
Imagine Learning

Science:
MacMillan McGraw Hill – K-6th

English Language Development
SRA – K-2nd Grade

A Carousel of Ideas – 3rd – 6th Grade
Language for Learning
Language for Thinking

Social Science
Houghton Mifflin – K-6th Grade

Opportunity and Equal Educational Access

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

Students are grouped homogeneously and provided access to CORE curriculum ancillaries.

Evidence-based educational practices to raise student achievement

The following practices are implemented/practiced at this site: Common Core 4 C's (Creativity, Critical Thinking, collaboration and communication) Whole group - Small group instruction, CBI (Challenged Based Learning), (Projects Based Learning), Explicit Direct Instruction (EDI), Cognitive Guided Instruction (CGI), Front Loading, Curriculum Spiral Instruction, Read 180/System 44, Renaissance Learning (Accelerated Reader/Math and English In a Flash)

Parental Engagement

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

- * Back to School Night
- * Open House
- * SST Parent Conferences
- * Parent Conferences (each semester)
- * Student Recognition Assemblies (monthly)
- * General Parent Meetings (monthly)
- * Weekly Wheels
- * Response To Intervention (RTI)
- * After-School Education & Safety Program (ASES)
- * Migrant Education Programs (MEP)
- * Federal Program Monitoring (FPM)
- * English Learner Advisory Committee (ELAC)
- * District English Learner Advisory Committee (DELAC)
- * School Site Council (SSC)
- * School Site Student Study Team (SST)
- * Special Education (SPED)
- * Individualized Education Programs (IEP's)
- * Seasonal Cultural Assemblies & Activities
- * Parent Booster Association
- * Parent/Child Picnic Day
- * Kinder & 6th Grade Parent Trainings
- * Educational Technology
- * District Office
- * Family Resource Center
- * Accelerated Reader Student Recognition
- * Visual and Performing Arts

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)

All members of school community are provided the opportunity to help implement school SPSA through the following activities:

- * General Parent Meetings
- * English Language Advisory Committee (ELAC)
- * School Site Council (SSC)
- * Instructional Team Leaders/ Grade Level Representatives: Leadership Team Mtgs.
- * Grade Level Collaboration Mtgs.
- * Parent Trainings
- * Teacher Prep Days & Bankable Tuesdays
- * PLC/Collaboration Faculty & Staff Meeting Days

Funding

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

Services provided at our site:

- * Supplemental Intervention/Enrichment Hour
- * At Risk Tutoring
- * Saturday Academies
- * Newcomer Saturday Academy

Fiscal support (EPC)

State Funding: LCAP

Federal Funding: Title I, Title I/ARRA, Title I/Parent Involvement

General Fund

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Single Plan of Student Achievement (SPSA) is developed by teachers, parents and administration. The SPSA is approved by the current elected members of the school site council. Once approved by SSC, it is taken to the Calexico Unified School Board for final approval.

Resource Inequities

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



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	%	%	%			
Asian	0.1%	0.15%	%	1	1	
Filipino	%	%	%			
Hispanic/Latino	99.6%	99.55%	99.42%	710	658	680
Pacific Islander	%	%	%			
White	0.3%	0.30%	0.44%	2	2	3
Multiple/No Response	%	%	0.15%			1
Total Enrollment				713	661	684

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	134	115	95
Grade 1	95	110	96
Grade 2	106	117	122
Grade 3	105	78	94
Grade 4	82	100	87
Grade 5	87	71	100
Grade 6	104	70	90
Total Enrollment	713	661	684

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	612	583	591	85.8%	88.2%	86.4%
Fluent English Proficient (FEP)	40	26	34	5.6%	3.9%	5.0%
Reclassified Fluent English Proficient (RFEP)	20	13	20	3.5%	2.1%	3.4%

Conclusions based on this data:

- 1.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	77	106	80	75	85	75	75	85	75	97.4	80.2	93.8
Grade 4	86	84	100	80	77	80	80	77	80	93	91.7	80
Grade 5	91	86	71	87	84	69	87	84	69	95.6	97.7	97.2
Grade 6	129	102	69	110	98	68	110	98	68	85.3	96.1	98.6
All Grades	383	378	320	352	344	292	352	344	292	91.9	91	91.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2312.	2322.	2347.	1	1.18	8.00	3	4.71	8.00	13	17.65	16.00	83	76.47	68.00
Grade 4	2369.	2368.	2357.	4	3.90	3.75	6	10.39	7.50	14	11.69	11.25	76	74.03	77.50
Grade 5	2439.	2394.	2413.	5	4.76	4.35	18	3.57	14.49	22	16.67	14.49	55	75.00	66.67
Grade 6	2410.	2448.	2451.	1	3.06	5.88	6	14.29	13.24	21	26.53	22.06	72	56.12	58.82
All Grades	N/A	N/A	N/A	3	3.20	5.48	9	8.43	10.62	18	18.60	15.75	71	69.77	68.15

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	0	3.53	6.67	16	21.18	30.67	84	75.29	62.67	
Grade 4	0	2.60	6.25	28	31.17	25.00	73	66.23	68.75	
Grade 5	5	7.14	8.70	33	23.81	37.68	62	69.05	53.62	
Grade 6	1	5.10	7.35	22	28.57	19.12	77	66.33	73.53	
All Grades	1	4.65	7.19	25	26.16	28.08	74	69.19	64.73	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	1.18	4.00	21	20.00	25.33	76	78.82	70.67
Grade 4	5	5.19	1.25	28	28.57	20.00	67	66.23	78.75
Grade 5	13	5.95	5.80	39	26.19	27.54	48	67.86	66.67
Grade 6	5	5.10	7.35	20	40.82	27.94	75	54.08	64.71
All Grades	6	4.36	4.45	27	29.36	25.00	67	66.28	70.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	1.18	9.33	37	49.41	52.00	63	49.41	38.67
Grade 4	4	2.60	5.00	56	36.36	45.00	40	61.04	50.00
Grade 5	1	3.57	2.90	57	45.24	39.13	41	51.19	57.97
Grade 6	3	5.10	4.41	43	54.08	60.29	55	40.82	35.29
All Grades	2	3.20	5.48	48	46.80	48.97	50	50.00	45.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	2.35	6.67	21	29.41	42.67	77	68.24	50.67
Grade 4	3	2.60	3.75	39	42.86	27.50	59	54.55	68.75
Grade 5	14	4.76	11.59	55	23.81	30.43	31	71.43	57.97
Grade 6	5	4.08	17.65	48	44.90	41.18	47	51.02	41.18
All Grades	6	3.49	9.59	42	35.47	35.27	52	61.05	55.14

Conclusions based on this data:

1. The majority of the students across grade levels do not meet the standard.
2. The scores are higher at grade 6

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	77	106	80	75	101	78	75	101	78	97.4	95.3	97.5
Grade 4	86	84	100	80	78	99	80	78	99	93	92.9	99
Grade 5	92	86	71	87	84	69	87	84	69	94.6	97.7	97.2
Grade 6	129	102	69	125	97	67	125	97	67	96.9	95.1	97.1
All Grades	384	378	320	367	360	313	367	360	313	95.6	95.2	97.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2372.	2376.	2381.	0	5.94	7.69	13	8.91	12.82	29	27.72	26.92	57	57.43	52.56
Grade 4	2387.	2396.	2393.	1	0.00	2.02	5	10.26	8.08	29	24.36	24.24	65	65.38	65.66
Grade 5	2413.	2414.	2428.	0	3.57	1.45	5	0.00	10.14	20	21.43	23.19	76	75.00	65.22
Grade 6	2420.	2442.	2445.	0	2.06	2.99	6	9.28	8.96	20	27.84	22.39	74	60.82	65.67
All Grades	N/A	N/A	N/A	0	3.06	3.51	7	7.22	9.90	24	25.56	24.28	69	64.17	62.30

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	5	10.89	11.54	29	23.76	24.36	65	65.35	64.10	
Grade 4	0	3.85	5.05	15	21.79	19.19	85	74.36	75.76	
Grade 5	0	3.57	5.80	15	10.71	23.19	85	85.71	71.01	
Grade 6	2	4.12	7.46	13	26.80	22.39	85	69.07	70.15	
All Grades	2	5.83	7.35	17	21.11	22.04	81	73.06	70.61	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	6.93	10.26	32	29.70	32.05	65	63.37	57.69
Grade 4	3	2.56	4.04	29	30.77	22.22	69	66.67	73.74
Grade 5	2	2.38	4.35	20	25.00	31.88	78	72.62	63.77
Grade 6	2	2.06	4.48	25	30.93	34.33	74	67.01	61.19
All Grades	2	3.61	5.75	26	29.17	29.39	72	67.22	64.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	7.92	12.82	55	39.60	42.31	44	52.48	44.87
Grade 4	4	3.85	2.02	24	25.64	31.31	73	70.51	66.67
Grade 5	0	3.57	2.90	30	26.19	37.68	70	70.24	59.42
Grade 6	2	4.12	4.48	36	36.08	32.84	62	59.79	62.69
All Grades	2	5.00	5.43	36	32.50	35.78	63	62.50	58.79

Conclusions based on this data:

1. The vast majority of the students across grade level scored at the Not Met Standard level
2. The percent of students at the Met Standard level is extremely low across grades.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1342.2	1340.4	1346.5	112
Grade 1	1388.9	1395.7	1381.6	93
Grade 2	1440.7	1424.5	1456.3	106
Grade 3	1465.3	1451.8	1478.3	64
Grade 4	1455.7	1427.2	1483.6	88
Grade 5	1500.1	1487.8	1512.0	53
Grade 6	1512.2	1494.6	1529.4	50
All Grades				566

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	16	14.29	85	75.89	112
Grade 1	11	11.83	16	17.20	13	13.98	53	56.99	93
Grade 2	16	15.09	31	29.25	17	16.04	42	39.62	106
Grade 3	*	*	16	25.00	22	34.38	25	39.06	64
Grade 4	*	*	22	25.00	20	22.73	44	50.00	88
Grade 5	*	*	22	41.51	14	26.42	*	*	53
Grade 6	*	*	18	36.00	16	32.00	*	*	50
All Grades	52	9.19	134	23.67	118	20.85	262	46.29	566

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	14	12.50	11	9.82	85	75.89	112
Grade 1	16	17.20	14	15.05	12	12.90	51	54.84	93
Grade 2	21	19.81	29	27.36	*	*	47	44.34	106
Grade 3	*	*	21	32.81	17	26.56	21	32.81	64
Grade 4	*	*	21	23.86	17	19.32	46	52.27	88
Grade 5	14	26.42	24	45.28	*	*	*	*	53
Grade 6	*	*	29	58.00	*	*	*	*	50
All Grades	72	12.72	152	26.86	82	14.49	260	45.94	566

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	55	49.11	50	44.64	112
Grade 1	*	*	11	11.83	18	19.35	55	59.14	93
Grade 2	17	16.04	26	24.53	27	25.47	36	33.96	106
Grade 3			11	17.19	20	31.25	33	51.56	64
Grade 4	*	*	18	20.45	20	22.73	48	54.55	88
Grade 5	*	*	19	35.85	15	28.30	12	22.64	53
Grade 6	*	*	*	*	20	40.00	11	22.00	50
All Grades	47	8.30	99	17.49	175	30.92	245	43.29	566

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	12	10.71	38	33.93	62	55.36	112
Grade 1	23	24.73	31	33.33	39	41.94	93
Grade 2	43	40.57	47	44.34	16	15.09	106
Grade 3	*	*	40	62.50	14	21.88	64
Grade 4	*	*	46	52.27	37	42.05	88
Grade 5	13	24.53	34	64.15	*	*	53
Grade 6	12	24.00	34	68.00	*	*	50
All Grades	118	20.85	270	47.70	178	31.45	566

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	*	*	21	18.75	89	79.46	112
Grade 1	16	17.20	18	19.35	59	63.44	93
Grade 2	19	17.92	38	35.85	49	46.23	106
Grade 3	*	*	40	62.50	19	29.69	64
Grade 4	12	13.64	27	30.68	49	55.68	88
Grade 5	21	39.62	27	50.94	*	*	53
Grade 6	21	42.00	27	54.00	*	*	50
All Grades	96	16.96	198	34.98	272	48.06	566

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	Grade K	*	*	48	42.86	62	
Grade 1	12	12.90	21	22.58	60	64.52	93
Grade 2	24	22.64	43	40.57	39	36.79	106
Grade 3	*	*	23	35.94	40	62.50	64
Grade 4	*	*	34	38.64	52	59.09	88
Grade 5	*	*	33	62.26	15	28.30	53
Grade 6	*	*	15	30.00	25	50.00	50
All Grades	56	9.89	217	38.34	293	51.77	566

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	Grade K	12	10.71	53	47.32	47	
Grade 1	*	*	39	41.94	49	52.69	93
Grade 2	12	11.32	67	63.21	27	25.47	106
Grade 3	*	*	40	62.50	21	32.81	64
Grade 4	11	12.50	52	59.09	25	28.41	88
Grade 5	17	32.08	32	60.38	*	*	53
Grade 6	*	*	43	86.00	*	*	50
All Grades	65	11.48	326	57.60	175	30.92	566

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
661	97.4%	88.2%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	583	88.2%
Foster Youth	1	0.2%
Homeless	127	19.2%
Socioeconomically Disadvantaged	644	97.4%
Students with Disabilities	32	4.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	1	0.2%
Hispanic	658	99.5%
White	2	0.3%

Conclusions based on this data:

1. We are predominantly a Hispanic community.
2. We are also an economically disadvantaged community
3. We have a very high homeless rate.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Rockwood is still struggling with English Language Development
2. Mathematics is slightly stronger.
3. We have a high volume of absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	0	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>92.6 points below standard</p> <p>Increased 5 points</p> <p>279 students</p>	<p>English Learners</p> <p>Red</p> <p>97.8 points below standard</p> <p>Maintained 2 points</p> <p>257 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>105.1 points below standard</p> <p>68 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>95.6 points below standard</p> <p>Maintained 2.5 points</p> <p>271 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>159.4 points below standard</p> <p>Declined -12.9 points</p> <p>23 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 93 points below standard Increased 5.4 points 277 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
120 points below standard Maintained -0.3 points 219 students	30.1 points above standard Increased 17 points 38 students	40.8 points below standard Increased 43.8 points 19 students

Conclusions based on this data:

1. Though we are below the Standard in ELA, there are signs of improvement.

School and Student Performance Data

Academic Performance Mathematics

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 86.1 points below standard Increased 4.6 points 277 students	 Yellow 88.7 points below standard Increased 4.6 points 255 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 88.8 points below standard 68 students	 Yellow 87.1 points below standard Increased 5.2 points 269 students	 No Performance Color 177.7 points below standard Declined -26.5 points 22 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 86.4 points below standard Increased 4.6 points 275 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105 points below standard Maintained 1.7 points 217 students	4.2 points above standard Increased 21.3 points 38 students	58.8 points below standard Increased 11.4 points 19 students

Conclusions based on this data:

1. There was an improvement in math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
566	9.2%	23.7%	20.8%	46.3%

Conclusions based on this data:

1. We still have a high percentage in level 2's and 1's

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
5	0	0	0	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 34.1% chronically absent Increased 13.1% 703 students	 Red 35.4% chronically absent Increased 13.6% 621 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 38.3% chronically absent Increased 6.8% 149 students	 Red 35% chronically absent Increased 14% 683 students	 Red 39% chronically absent Increased 27.3% 41 students

2018 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 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 34.1% chronically absent Increased 13.1% 700 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

Conclusions based on this data:

1. There is still a high volume of chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	4

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.1% suspended at least once Maintained 0% 723 students	<p>English Learners</p>  Blue 0.2% suspended at least once Maintained 0% 632 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 5 students
<p>Homeless</p>  Blue 0% suspended at least once Maintained 0% 156 students	<p>Socioeconomically Disadvantaged</p>  Blue 0.1% suspended at least once Maintained 0% 701 students	<p>Students with Disabilities</p>  Orange 2.4% suspended at least once Increased 0.5% 41 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.1% suspended at least once Maintained 0% 720 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 2 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.9% suspended at least once	0.1% suspended at least once	0.1% suspended at least once

Conclusions based on this data:

1. We have a relatively low suspension rate. Interventions have been effective.

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

CURRICULUM, INSTRUCTION, AND ASSESSMENT

LEA/LCAP Goal

LEA GOALS:

LEA Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (16-17).

LEA Goal 2: All Limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics

LEA Goal 3: By 2005-06 (2016-17), all students will be taught by highly qualified teachers.

LEA Goal 5: All students will graduate from high school.

LCAP GOALS:

LCAP Goal 1: To provide equitable access to a well-rounded, standards-aligned curriculum for all students to ensure increased student achievement.

LCAP Goal 2: Our students will be 21st century technology ready, competent learners in technology, demonstrate excellence in digital citizenship and master digital literacy skills.

LCAP Goal 3: Students will have access to a broad course of study, including new courses not currently on master schedules and strategic supports for struggling and at-risk students.

Goal 1

To provide equitable access to a well-rounded, standards-aligned curriculum, including the integration of digital literacy and citizenship, to ensure increased student achievement and promote college and career readiness as measured by state and district assessments.

Identified Need

What data did you use to form this goal?

State assessments (CAASPP, ELPAC), AMAO targets versus achievements, surveys from parents, staff, and verbal surveys from students. SSC and ELAC input.

What were the findings from the analysis of this data?

School needs to focus on implementing current common core standards for future success of students. Students need intervention to address gaps. How will the school evaluate the progress of this goal?

Continue to monitor benchmarks, state assessments, surveys while monitoring the effect of previous actions/tasks.

Where can a budget plan of the proposed expenditures for this goal be found?

School main office.

SSC, ELAC, meeting agendas/minutes.

STRATEGY: -Elementary School will implement cycle of assessments and analyze student achievement in content areas to align actions to student needs.

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1. Participate in Committees at all levels.

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)

1170

Professional Learning Committee will meet to plan for schoolwide goals. (see action 9 substitutes)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2. All Students inclusive of all subgroups will have support to address their individual needs

Have a designated RTI time daily

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)

4300

	Increase learning with supplemental materials in subject areas. Focus on areas not adopted, such as Science with Scholastic magazines
2000.00	None Specified 4300 Materials for AVID Strategies implemented such as organization methods to supplement core.
	5802 Plan with Renaissance Place operating (reading program- supplemental for students)
55000.00	None Specified 5800 Grade level teams with implement intervention programs/renew licenses and teacher materials for intervention Happy Numbers, Moby Max, Starfall, ST Math, Accelerated Math iRead Imagine Learning
19000.00	None Specified 4302 Provide students devices for RTI and College and Career Ready (Chromebooks, Ipads, accessories, protectors, projectors and carts.
25300.00	None Specified 5800 Imperial Office of Education Ameri-Corps
2000.00	None Specified 4300 Provide devices for RTI- headphones and microphone

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3. Provide extended day learning opportunities such as, but not limited to, tutoring, and academic enrichment for all student subgroups. Also, extended opportunity for social skills learning.

Coordinate with district supplemental programs such as Migrant, ASES, ELL, etc. to determine needs and to work collaboratively on objectives.

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)
17000.00	1170 After School tutoring hours for certificated staff-
	1170 Provide Social Skills Training for students after school with counseling hours
	1170 Provide 21st century skills with Google Academy after school teacher hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4. Provide services to pre-kindergarten students to support their transition and success in Kindergarten

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

5. Implement and monitor RTI to support students with learning and behavior needs. *

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)

7225.00

4300
Provide materials and Supplies for RTI.e.
(Books, Copy Paper, Pencils, Erasers, Color
Copy Paper, cardstock, highlighters, binders,
journals, etc.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

6. Participate in professional development to increase understanding of teaching and 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)

4000.00

5200
Provide professional development to teachers to ensure teachers are highly qualified to increase achievement, support teachers with college and career readiness, along with culture. (AVID)

Google Academy (include counselor)
Google Cue Conference
Counselor Training
ISTE Conference
CPI (subs only)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

7. Academic Support Teacher will continue * to provide support to staff with implementation of all programs, curriculum, and initiatives. Academic Support teacher assists with coaching, reflection, data analysis, lesson studies, modeling in regards to all teaching standards.

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)

98483.00

2495
Academic Support Teacher will provide professional development, data, reflection and model lessons.
Salary and Benefits- 73.25%

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

8. English Language Intervention Teacher will provide supplemental English Language Development services to students who are at risk of becoming Long Term English Learners, or are existing Long-Term 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)

27519.00

1000
English Language Intervention Teacher will provide intervention to students who are English Learners to assist with closing the gap between current levels and grade level.

English Language Intervention Teacher salary and benefits- 15% from site Title 1 budget

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

9. Staff will collaborate and/reflect on teaching and learning. * Staff with participate in professional development which will include collaboration and reflection.

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)

6000.00

	1160 Provide professional development, reflection, observations, student achievement counseling, feedback, data analysis, and grade level work.
	1160 Substitutes for certificated for action
	2170 Instructional aides covering for certificated Substitutes for classified personnel to attend training.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

10. Create pathways for early College and Career Readiness at the elementary level. *

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)

	4300 Increase student achievement by promoting beyond core. Recognition plaques or certificates for students who were redesignated fluent.
--	--

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Strategy/Activity

11. Support student learning with the use of supplemental technology and resources * to improve academic learning during intervention, extended day, ASES for all subgroups in specific areas that address data concerns and current trends in education such as implementing collaboration, creativity, communication, and critical thinking.

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)

--

5800 Students will use google classroom to communicate regarding their work.

Strategy/Activity 12

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)

Strategy/Activity 13

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)

Strategy/Activity 14

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)

Strategy/Activity 15

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)

Strategy/Activity 16

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)

Strategy/Activity 17

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)

Strategy/Activity 18

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)

Strategy/Activity 19

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)

Strategy/Activity 20

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)

Strategy/Activity 21

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)

Strategy/Activity 22

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)

Strategy/Activity 23

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)

Strategy/Activity 24

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)

Strategy/Activity 25

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)

Strategy/Activity 26

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)

Strategy/Activity 27

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)

Strategy/Activity 28

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)

Strategy/Activity 29

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)

Strategy/Activity 30

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)

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

PUPIL ENGAGEMENT AND SCHOOL CLIMATE

LEA/LCAP Goal

LEA GOALS:

LEA Goal 4: All students be educated in learning environments that are safe, drug free, and conducive to learning.

LCAP GOALS:

LCAP Goal 4: Pupil engagement will improve through a safe learning environment and positive school climate

Goal 2

Pupil engagement will improve through a safe learning environment and positive school climate as measured by surveys, discipline and attendance data.

Identified Need

What data did you use to form this goal?

Healthy Kids survey results from staff, parents, and students, Parent surveys on climate, suspension rates, intervention data, attendance data, Safety Committee feedback and drill results.

What were the findings from the analysis of this data?

A need for positive intervention program, reduce suspensions or implement more intervention before suspensions, plan for increasing attendance rates, more variety of drill practices.

How will the school evaluate the progress of this goal?

Changes of surveys, discipline, and attendance data.

Where can a budget plan of the proposed expenditures for this goal be found?

School main office.

SSC, ELAC, meeting agendas/minutes.

STRATEGY: -Elementary School will use a district safety committee to identify major student safety issues, review current practices, and identify potential strategies or interventions to increase student safety.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1. Implement positive behavior support * programs and/or initiatives, while following district behavior support programs

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)

[Empty box for Amount(s)]

4300
Provide teacher access with culture guides for school culture and climate
7 Habits for Healthy kids curriculum books with counselor to use with classes.
Conscious Discipline Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2. Promote attendance, * engagement, health, culture, character, achievement, and societal awareness

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)

[Empty box for Amount(s)]

4300
Promote attendance and health supplemental to core Adventure to Fitness- integrates learning with fitness funds. See Goal 1 Action 2

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3. Promote a safe learning environment by providing training in the areas of social and emotional well-being, health, and safety for all 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)
7467.00	5800 Provide professional development to after school personnel to promote a safe learning environment. After School Unlimited Professional Tutoring Services/After School Staff essential training.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4. School climate will improve by student participation in extracurricular activities or presentations. *

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

5. Review and update School Safety Plan to provide a safe environment for all stakeholders.

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 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

6. Individual learning/behavior plan meetings will be held to support students based on individual needs.

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 7

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)

Strategy/Activity 8

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)

Strategy/Activity 9

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)

Strategy/Activity 10

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)

Strategy/Activity 11

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)

Strategy/Activity 12

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)

Strategy/Activity 13

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)

Strategy/Activity 14

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)

Strategy/Activity 15

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)

Strategy/Activity 16

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)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

PARENT INVOLVEMENT

LEA/LCAP Goal

LEA GOALS:

LEA Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (16-17).

LEA Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics

LEA Goal 4: All students be educated in learning environments that are safe, drug free, and conducive to learning.

LEA Goal 5: All students will graduate from high school

LCAP GOALS:

LCAP Goal 3: Students will have access to a broad course of study, including new courses not currently on master schedules and strategic supports for struggling and at-risk students.

LCAP Goal 5: Increase parent involvement and leverage parent involvement to directly support student learning.

Goal 3

Increase parent involvement and leverage parent involvement to directly support student learning as measured by surveys and participation.

Identified Need

What data did you use to form this goal?

Surveys such as Healthy Kids Survey from parents, Title 1, SSC, ELAC meetings, parent verbal feedback, data on attendance at meetings/trainings/presentations.

What were the findings from the analysis of this data?

Parents request more trainings on serving their students. Parents ask for childcare at trainings, translations available, increase of communication by different modes. Parents attend when function is highly publicized, when promoted by staff, and when students are showcased at event.

How will the school evaluate the progress of this goal?

Progress will be evaluated by surveys, meetings, feedback, and attendance at events.

Where can a budget plan of the proposed expenditures for this goal be found?

School main office.

SSC, ELAC, meeting agendas/minutes.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1. Communicate with families to promote student learning. Collaborate with ASES in regards to events so communication is extended to after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2600.00	None Specified 4300 Provide Planners to students for the purposes of communicating daily with parents.
4472.00	None Specified 4300 Provide staff with colored paper to send parent notices for supplemental events, calendars, and other notices.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2. Provide opportunities for families to participate in the classroom and school community.

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 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3. Provide parent trainings

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)
	Provide parent trainings to assist parents with supporting students at home. Provide parents with materials
	1170 Stipends for Certificated Staff to provide training
	2921 Noon duties cover for childcare during training

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4. Have SARC and SPSA updated for parents to view. *

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)
525.00	5800 Provide services to enhance communication with stakeholders on goals, SPSA, and SARC Axiom Advisors and Consultants Document tracking services for updated SARC and SPSA

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)
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Strategy/Activity 6

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)

Strategy/Activity 7

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)

Strategy/Activity 8

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)

Strategy/Activity 9

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)

Strategy/Activity 10

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)

Strategy/Activity 11

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)

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

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LEA/LCAP Goal

--

Goal 4

--

Identified Need

--

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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)

Strategy/Activity 3

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)

Strategy/Activity 4

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)

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)

Strategy/Activity 6

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)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

--

LEA/LCAP Goal

--

Goal 5

--

Identified Need

--

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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)

Strategy/Activity 3

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)

Strategy/Activity 4

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)

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)

Strategy/Activity 6

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)

Strategy/Activity 7

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)

Strategy/Activity 8

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)

Strategy/Activity 9

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)

Strategy/Activity 10

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)

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	\$278,591.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
	\$168,219.00
None Specified	\$110,372.00

Subtotal of state or local funds included for this school: \$278,591.00

Total of federal, state, and/or local funds for this school: \$278,591.00

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

Expenditures by Funding Source

Funding Source

Amount

None Specified

168,219.00
110,372.00

Expenditures by Budget Reference

Budget Reference

Amount

1000
1160
1170
2495
4300
4302
5200
5800

27,519.00
6,000.00
17,000.00
98,483.00
18,297.00
19,000.00
4,000.00
88,292.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000
1160
1170
2495
4300

27,519.00
6,000.00
17,000.00
98,483.00
7,225.00

5200		4,000.00
5800		7,992.00
4300	None Specified	11,072.00
4302	None Specified	19,000.00
5800	None Specified	80,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	263,527.00
Goal 2	7,467.00
Goal 3	7,597.00

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

Name of Members	Role
Jaime A. Santos	Principal
Minerva A. Mendivil Vazquez	Parent or Community Member
Guadalupe Rivera	Other School Staff
Sonia Rivera	Classroom Teacher
Ivan Alvarado	Classroom Teacher
Marshall Hale	Classroom Teacher
Ana Yearsly	Parent or Community Member
Susie Pena	Parent or Community Member
Barbara Ochoa	Parent or Community Member
Herminia Leon-Herrera (Alternate)	Classroom Teacher
Josefina Bravo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

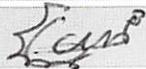
Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on June 3, 2019.

Attested:

Principal, Jaime A. Santos on 5/3/2019	
SSC Chairperson, Barbara Ochoa on 5/3/2019	

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019