School Year: **2019-20**

# 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 |
|---|---|---|---|
| Jefferson Elementary School | 13-63099-6008361 | May 29, 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)

Schoolwide Program

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

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The surveys from the staff indicate a need for more staff development and supplemental material in the areas of English Learners and English Language Development, Common Core Standards (for all core subject areas), and technology.

## Classroom Observations

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

The compilation of the data from classroom observations supports a need for more training in providing an effective ELD instructional program, in English Learners strategies, and in using technology more effectively to enhance instruction.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

The data from SBAC, ELPAC, STAR, and common benchmark assessments is used for student placement and on-going monitoring and support for students in their instructional, intervention, and/or supplemental educational programs.

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

The staff uses data from assessments from all content areas to monitor student progress and guide instructional decisions. Students who are not meeting grade level standards according to their curriculum-embedded assessments are monitored closely and given instructional opportunities to address those areas of need through in-school interventions and after school tutoring.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the criteria for Highly Qualified under No Child Left Behind Guidelines.

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

All teachers are credentialed and receive on-going training and support. Furthermore, the site leadership team receives on-going support in the areas of common core, technology, professional learning communities, and RTI.

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

Teachers have been trained in identification of essential standards. Lead teachers from the staff have been trained and participated in the development of a curriculum guide and assessments for those standards in the areas of ELA and Math.

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

The school does have one full-time Academic Support Teacher who provides model lessons of school wide strategies to support English Learners, who observes teachers and provides effective feedback, and who serves various others curricular roles at the school site.

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

Every Tuesday is an early release day. Time is allotted during these early release days for grade level teacher collaboration.

## 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.

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.

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

Jefferson participates in the 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
Benchmark Advanced – K-5th
StudySync-6th

Mathematics: Core Program
Harcourt Go Math – K-5th Grade
CPM-6th

Intervention Programs
Language Arts and Mathematics
iRead - K-2nd Grade
System 44 3rd-6th Grade
Read 180-6th
ST Math
Accelerated Math

Science:
MacMillan McGraw Hill – K-6th

English Language Development
Benchmark Advanced

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: 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
* Parent Conferences
* SST & IEP's
* Literacy & Math Night
* Parent Trainings
* Family Resource Center
*ASES
*Kinder Academy

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)
* Leadership Team Mtgs.
* Grade Level Collaboration Mtgs.
* Parent Trainings

Funding

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

Services provided at our site:

* The use of supplemental materials to be used during Intervention
* At Risk Extended Day

Implementation of Leader in Me curriculum

Fiscal support (EPC)

Federal Funding: Title I, Title I/Parent Involvement

# 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**

# 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% | % | % | 1 | | |
| Filipino | % | % | % | | | |
| Hispanic/Latino | 99.5% | 99.87% | 100% | 736 | 748 | 791 |
| Pacific Islander | % | % | % | | | |
| White | 0.4% | 0.13% | % | 3 | 1 | |
| Multiple/No Response | % | % | % | | | |
| | | | Total Enrollment | 740 | 749 | 791 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 2016-17 | 2017-18 | 2018-19 |
| Kindergarten | 118 | 100 | 90 |
| Grade 1 | 112 | 120 | 119 |
| Grade 2 | 98 | 107 | 121 |
| Grade3 | 105 | 113 | 124 |
| Grade 4 | 105 | 98 | 105 |
| Grade 5 | 104 | 101 | 111 |
| Grade 6 | 98 | 110 | 121 |
| Total Enrollment | 740 | 749 | 791 |

**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 | 613 | 608 | 629 | 82.8% | 81.2% | 79.5% |
| Fluent English Proficient (FEP) | 59 | 80 | 96 | 8.0% | 10.7% | 12.1% |
| Reclassified Fluent English Proficient (RFEP) | 41 | 57 | 47 | 6.6% | 9.3% | 7.7% |

**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 | 115 | 104 | 109 | 111 | 98 | 106 | 111 | 98 | 106 | 96.5 | 94.2 | 97.2 |
| Grade 4 | 106 | 108 | 101 | 100 | 104 | 98 | 99 | 104 | 98 | 94.3 | 96.3 | 97 |
| Grade 5 | 90 | 104 | 101 | 85 | 103 | 98 | 84 | 103 | 98 | 94.4 | 99 | 97 |
| Grade 6 | 106 | 98 | 110 | 104 | 96 | 109 | 104 | 96 | 109 | 98.1 | 98 | 99.1 |
| All Grades | 417 | 414 | 421 | 400 | 401 | 411 | 398 | 401 | 411 | 95.9 | 96.9 | 97.6 |

| 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 | 2335. | 2357. | 2353. | 3 | 8.16 | 6.60 | 8 | 14.29 | 9.43 | 17 | 14.29 | 27.36 | 72 | 63.27 | 56.60 |
| Grade 4 | 2388. | 2401. | 2419. | 5 | 6.73 | 13.27 | 7 | 13.46 | 18.37 | 25 | 21.15 | 17.35 | 63 | 58.65 | 51.02 |
| Grade 5 | 2416. | 2436. | 2427. | 5 | 4.85 | 6.12 | 17 | 17.48 | 10.20 | 15 | 24.27 | 24.49 | 63 | 53.40 | 59.18 |
| Grade 6 | 2466. | 2459. | 2484. | 7 | 4.17 | 7.34 | 19 | 17.71 | 24.77 | 24 | 31.25 | 29.36 | 50 | 46.88 | 38.53 |
| All Grades | N/A | N/A | N/A | 5 | 5.99 | 8.27 | 13 | 15.71 | 15.82 | 21 | 22.69 | 24.82 | 62 | 55.61 | 51.09 |

| Reading<br>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 | 4 | 6.12 | 8.49 | 23 | 27.55 | 34.91 | 73 | 66.33 | 56.60 |
| Grade 4 | 4 | 6.73 | 16.33 | 25 | 44.23 | 38.78 | 71 | 49.04 | 44.90 |
| Grade 5 | 6 | 6.80 | 6.12 | 25 | 40.78 | 41.84 | 69 | 52.43 | 52.04 |
| Grade 6 | 7 | 9.38 | 12.84 | 35 | 36.46 | 44.04 | 59 | 54.17 | 43.12 |
| All Grades | 5 | 7.23 | 10.95 | 27 | 37.41 | 39.90 | 68 | 55.36 | 49.15 |

| Writing<br>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 | 8.25 | 2.86 | 32 | 32.99 | 27.62 | 66 | 58.76 | 69.52 |
| Grade 4 | 2 | 7.69 | 10.20 | 46 | 46.15 | 45.92 | 52 | 46.15 | 43.88 |
| Grade 5 | 6 | 9.71 | 8.16 | 38 | 43.69 | 34.69 | 56 | 46.60 | 57.14 |
| Grade 6 | 13 | 10.42 | 7.34 | 34 | 33.33 | 47.71 | 54 | 56.25 | 44.95 |
| All Grades | 6 | 9.00 | 7.07 | 37 | 39.25 | 39.02 | 57 | 51.75 | 53.90 |

| Listening<br>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 | . 1 | 9.18 | 4.72 | 53 | 45.92 | 59.43 | 46 | 44.90 | 35.85 |
| Grade 4 | 2 | 5.77 | 7.14 | 62 | 47.12 | 65.31 | 36 | 47.12 | 27.55 |
| Grade 5 | 0 | 5.83 | 4.08 | 61 | 51.46 | 40.82 | 39 | 42.72 | 55.10 |
| Grade 6 | 8 | 5.21 | 9.17 | 61 | 58.33 | 55.05 | 32 | 36.46 | 35.78 |
| All Grades | 3 | 6.48 | 6.33 | 59 | 50.62 | 55.23 | 38 | 42.89 | 38.44 |

| Research/Inquiry<br>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 | 4 | 10.20 | 11.32 | 39 | 39.80 | 43.40 | 58 | 50.00 | 45.28 |
| Grade 4 | 4 | 7.69 | 16.33 | 51 | 50.96 | 45.92 | 45 | 41.35 | 37.76 |
| Grade 5 | 11 | 7.77 | 9.18 | 40 | 54.37 | 33.67 | 49 | 37.86 | 57.14 |
| Grade 6 | 20 | 12.50 | 17.43 | 51 | 41.67 | 48.62 | 29 | 45.83 | 33.94 |
| All Grades | 10 | 9.48 | 13.63 | 45 | 46.88 | 43.07 | 45 | 43.64 | 43.31 |

**Conclusions based on this data:**

**1.**

# 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 | 115 | 104 | 109 | 111 | 99 | 109 | 111 | 99 | 109 | 96.5 | 95.2 | 100 |
| Grade 4 | 106 | 108 | 101 | 100 | 106 | 98 | 99 | 106 | 98 | 94.3 | 98.1 | 97 |
| Grade 5 | 89 | 104 | 101 | 84 | 104 | 100 | 84 | 104 | 100 | 94.4 | 100 | 99 |
| Grade 6 | 106 | 98 | 110 | 104 | 96 | 108 | 104 | 96 | 108 | 98.1 | 98 | 98.2 |
| All Grades | 416 | 414 | 421 | 399 | 405 | 415 | 398 | 405 | 415 | 95.9 | 97.8 | 98.6 |

| 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 | 2383. | 2386. | 2376. | 3 | 6.06 | 2.75 | 14 | 20.20 | 24.77 | 32 | 24.24 | 21.10 | 51 | 49.49 | 51.38 |
| Grade 4 | 2423. | 2439. | 2450. | 2 | 3.77 | 11.22 | 13 | 16.98 | 25.51 | 42 | 53.77 | 33.67 | 42 | 25.47 | 29.59 |
| Grade 5 | 2409. | 2455. | 2460. | 0 | 4.81 | 4.00 | 7 | 8.65 | 11.00 | 14 | 38.46 | 37.00 | 79 | 48.08 | 48.00 |
| Grade 6 | 2442. | 2437. | 2474. | 4 | 4.17 | 5.56 | 11 | 9.38 | 12.04 | 24 | 19.79 | 38.89 | 62 | 66.67 | 43.52 |
| All Grades | N/A | N/A | N/A | 2 | 4.69 | 5.78 | 12 | 13.83 | 18.31 | 29 | 34.57 | 32.53 | 58 | 46.91 | 43.37 |

| Concepts & Procedures<br>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 | 6 | 10.10 | 11.93 | 37 | 38.38 | 35.78 | 57 | 51.52 | 52.29 |
| Grade 4 | 5 | 11.32 | 15.31 | 26 | 37.74 | 35.71 | 69 | 50.94 | 48.98 |
| Grade 5 | 2 | 7.69 | 8.00 | 15 | 31.73 | 36.00 | 82 | 60.58 | 56.00 |
| Grade 6 | 10 | 6.25 | 10.19 | 20 | 15.63 | 32.41 | 70 | 78.13 | 57.41 |
| All Grades | 6 | 8.89 | 11.33 | 25 | 31.11 | 34.94 | 69 | 60.00 | 53.73 |

| Problem Solving & Modeling/Data Analysis<br>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 | 6 | 13.13 | 7.34 | 37 | 37.37 | 33.94 | 57 | 49.49 | 58.72 |
| Grade 4 | 3 | 6.60 | 14.29 | 47 | 47.17 | 48.98 | 49 | 46.23 | 36.73 |
| Grade 5 | 1 | 3.85 | 5.00 | 18 | 42.31 | 42.00 | 81 | 53.85 | 53.00 |
| Grade 6 | 2 | 4.17 | 5.56 | 34 | 26.04 | 39.81 | 64 | 69.79 | 54.63 |
| All Grades | 3 | 6.91 | 7.95 | 35 | 38.52 | 40.96 | 62 | 54.57 | 51.08 |

| Communicating Reasoning<br>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 | 6 | 9.09 | 11.93 | 48 | 49.49 | 46.79 | 46 | 41.41 | 41.28 |
| Grade 4 | 3 | 4.72 | 12.24 | 53 | 59.43 | 48.98 | 44 | 35.85 | 38.78 |
| Grade 5 | 1 | 3.85 | 3.00 | 27 | 41.35 | 51.00 | 71 | 54.81 | 46.00 |
| Grade 6 | 3 | 5.21 | 7.41 | 46 | 31.25 | 37.04 | 51 | 63.54 | 55.56 |
| All Grades | 4 | 5.68 | 8.67 | 44 | 45.68 | 45.78 | 52 | 48.64 | 45.54 |

**Conclusions based on this data:**

1.

# School and Student Performance Data

## ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | |
|---|---|---|---|---|
| Grade Level | Overall | Oral Language | Written Language | Number of Students Tested |
| Grade K | 1399.6 | 1399.6 | 1399.5 | 92 |
| Grade 1 | 1426.0 | 1428.7 | 1422.7 | 100 |
| Grade 2 | 1478.4 | 1474.6 | 1481.8 | 84 |
| Grade 3 | 1460.3 | 1450.1 | 1470.0 | 81 |
| Grade 4 | 1498.3 | 1483.5 | 1512.6 | 68 |
| Grade 5 | 1519.4 | 1501.7 | 1536.5 | 66 |
| Grade 6 | 1522.7 | 1508.5 | 1536.4 | 59 |
| All Grades | | | | 550 |

| Overall Language<br>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 | 12 | 13.04 | 18 | 19.57 | 42 | 45.65 | 20 | 21.74 | 92 |
| Grade 1 | 17 | 17.00 | 30 | 30.00 | 21 | 21.00 | 32 | 32.00 | 100 |
| Grade 2 | 30 | 35.71 | 34 | 40.48 | 13 | 15.48 | * | * | 84 |
| Grade 3 | | | 20 | 24.69 | 31 | 38.27 | 30 | 37.04 | 81 |
| Grade 4 | 11 | 16.18 | 30 | 44.12 | 14 | 20.59 | 13 | 19.12 | 68 |
| Grade 5 | 26 | 39.39 | 28 | 42.42 | * | * | * | * | 66 |
| Grade 6 | 16 | 27.12 | 23 | 38.98 | 13 | 22.03 | * | * | 59 |
| All Grades | 112 | 20.36 | 183 | 33.27 | 140 | 25.45 | 115 | 20.91 | 550 |

| Oral Language<br>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 | * | * | 24 | 26.09 | 27 | 29.35 | 31 | 33.70 | 92 |
| Grade 1 | 27 | 27.00 | 24 | 24.00 | 24 | 24.00 | 25 | 25.00 | 100 |
| Grade 2 | 38 | 45.24 | 30 | 35.71 | * | * | * | * | 84 |
| Grade 3 | 13 | 16.05 | 20 | 24.69 | 21 | 25.93 | 27 | 33.33 | 81 |
| Grade 4 | 19 | 27.94 | 30 | 44.12 | * | * | 13 | 19.12 | 68 |
| Grade 5 | 29 | 43.94 | 25 | 37.88 | * | * | * | * | 66 |
| Grade 6 | 24 | 40.68 | 23 | 38.98 | * | * | * | * | 59 |
| All Grades | 160 | 29.09 | 176 | 32.00 | 101 | 18.36 | 113 | 20.55 | 550 |

| Written Language<br>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 | 15.22 | 17 | 18.48 | 56 | 60.87 | * | * | 92 |
| Grade 1 | 19 | 19.00 | 25 | 25.00 | 20 | 20.00 | 36 | 36.00 | 100 |
| Grade 2 | 27 | 32.14 | 27 | 32.14 | 19 | 22.62 | 11 | 13.10 | 84 |
| Grade 3 | | | * | * | 28 | 34.57 | 43 | 53.09 | 81 |
| Grade 4 | * | * | 28 | 41.18 | 18 | 26.47 | 15 | 22.06 | 68 |
| Grade 5 | 17 | 25.76 | 33 | 50.00 | * | * | * | * | 66 |
| Grade 6 | * | * | 20 | 33.90 | 14 | 23.73 | 15 | 25.42 | 59 |
| All Grades | 94 | 17.09 | 160 | 29.09 | 165 | 30.00 | 131 | 23.82 | 550 |

| Listening Domain<br>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 | 25 | 27.17 | 49 | 53.26 | 18 | 19.57 | 92 |
| Grade 1 | 40 | 40.00 | 37 | 37.00 | 23 | 23.00 | 100 |
| Grade 2 | 45 | 53.57 | 34 | 40.48 | * | * | 84 |
| Grade 3 | 11 | 13.58 | 49 | 60.49 | 21 | 25.93 | 81 |
| Grade 4 | 18 | 26.47 | 41 | 60.29 | * | * | 68 |
| Grade 5 | 24 | 36.36 | 38 | 57.58 | * | * | 66 |
| Grade 6 | 16 | 27.12 | 36 | 61.02 | * | * | 59 |
| All Grades | 179 | 32.55 | 284 | 51.64 | 87 | 15.82 | 550 |

| Speaking Domain<br>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 | * | * | 42 | 45.65 | 42 | 45.65 | 92 |
| Grade 1 | 24 | 24.00 | 36 | 36.00 | 40 | 40.00 | 100 |
| Grade 2 | 42 | 50.00 | 34 | 40.48 | * | * | 84 |
| Grade 3 | 25 | 30.86 | 25 | 30.86 | 31 | 38.27 | 81 |
| Grade 4 | 28 | 41.18 | 28 | 41.18 | 12 | 17.65 | 68 |
| Grade 5 | 39 | 59.09 | 19 | 28.79 | * | * | 66 |
| Grade 6 | 31 | 52.54 | 22 | 37.29 | * | * | 59 |
| All Grades | 197 | 35.82 | 206 | 37.45 | 147 | 26.73 | 550 |

| Reading Domain<br>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 | 11 | 11.96 | 62 | 67.39 | 19 | 20.65 | 92 |
| Grade 1 | 29 | 29.00 | 37 | 37.00 | 34 | 34.00 | 100 |
| Grade 2 | 33 | 39.29 | 32 | 38.10 | 19 | 22.62 | 84 |
| Grade 3 | | | 27 | 33.33 | 54 | 66.67 | 81 |
| Grade 4 | * | * | 41 | 60.29 | 21 | 30.88 | 68 |
| Grade 5 | 14 | 21.21 | 45 | 68.18 | * | * | 66 |
| Grade 6 | 17 | 28.81 | 19 | 32.20 | 23 | 38.98 | 59 |
| All Grades | 110 | 20.00 | 263 | 47.82 | 177 | 32.18 | 550 |

| Writing Domain<br>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 | 66 | 71.74 | 23 | 25.00 | * | * | 92 |
| Grade 1 | 13 | 13.00 | 56 | 56.00 | 31 | 31.00 | 100 |
| Grade 2 | 21 | 25.00 | 55 | 65.48 | * | * | 84 |
| Grade 3 | * | * | 47 | 58.02 | 28 | 34.57 | 81 |
| Grade 4 | 21 | 30.88 | 37 | 54.41 | * | * | 68 |
| Grade 5 | 31 | 46.97 | 30 | 45.45 | * | * | 66 |
| Grade 6 | * | * | 47 | 79.66 | * | * | 59 |
| All Grades | 164 | 29.82 | 295 | 53.64 | 91 | 16.55 | 550 |

**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** |
| **749** | **88.9%** | **81.2%** | **1.1%** |
| 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** | 608 | 81.2% |
| **Foster Youth** | 8 | 1.1% |
| **Homeless** | 71 | 9.5% |
| **Socioeconomically Disadvantaged** | 666 | 88.9% |
| **Students with Disabilities** | 48 | 6.4% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **Hispanic** | 748 | 99.9% |
| **White** | 1 | 0.1% |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Overall Performance

**2018 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br> <br>Yellow | **Chronic Absenteeism**<br> <br>Red | **Suspension Rate**<br> <br>Orange |
| **Mathematics**<br> <br>Yellow | | |
| **English Learner Progress**<br> <br>No Performance Color | | |

**Conclusions based on this data:**

**1.**

# 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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

**2018 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Yellow | No Performance Color |
| 62.1 points below standard | 64.3 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 7.9 points | Increased 8.9 points | 5 students |
| 389 students | 357 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | Red |
| 77.8 points below standard | 71 points below standard | 140 points below standard |
| 49 students | Increased 7.1 points | Declined -8.7 points |
| | 339 students | 37 students |

| 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color<br>0 Students | No Performance Color<br>0 Students | No Performance Color<br>0 Students | No Performance Color<br>0 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow<br>62.5 points below standard<br>Increased 8.3 points<br>388 students | No Performance Color<br>0 Students | No Performance Color<br>0 Students | No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>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** |
| 102.1 points below standard<br>Increased 7.9 points<br>247 students | 20.5 points above standard<br>Maintained 1.9 points<br>110 students | 37.3 points below standard<br>Maintained -1 points<br>32 students |

**Conclusions based on this data:**

**1.**

# 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 |
| 1 | 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 | Yellow | No Performance Color |
| 57.8 points below standard | 58.8 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 10.4 points | Increased 9.9 points | 5 students |
| 388 students | 357 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| | | |
| No Performance Color | Yellow | Red |
| 85.8 points below standard | 64.6 points below standard | 140.1 points below standard |
| 49 students | Increased 11 points | Maintained 1.5 points |
| | 338 students | 37 students |

| 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color<br>0 Students | No Performance Color<br>0 Students | No Performance Color<br>0 Students | No Performance Color<br>0 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow<br>57.9 points below standard<br>Increased 10.7 points<br>387 students | No Performance Color<br>0 Students | No Performance Color<br>0 Students | No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>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** |
| 85.3 points below standard<br>Increased 5.8 points<br>247 students | 0.7 points above standard<br>Increased 14.1 points<br>110 students | 46.2 points below standard<br>Increased 15.2 points<br>31 students |

**Conclusions based on this data:**

**1.**

# 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** |
| 550 | 20.4% | 33.3% | 25.5% | 20.9% |

**Conclusions based on this data:**

**1.**

# 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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 3 | 1 | 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 | Red | No Performance Color |
| 20.2% chronically absent | 21.9% chronically absent | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 6.9% | Increased 7.9% | 9 students |
| 776 students | 626 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Red | Orange |
| 22.6% chronically absent | 21% chronically absent | 19.4% chronically absent |
| 84 students | Increased 6.4% | Increased 11.2% |
| | 695 students | 62 students |

| 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| | | | |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| 0 students | 0 students | 0 students | 0 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| | | | |
| Red | No Performance Color | No Performance Color | No Performance Color |
| 20.3% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 6.9% | 0 students | 0 students | 1 students |
| 775 students | | | |

**Conclusions based on this data:**

**1.**

# 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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 1 | 3 | 0 | 0 | 0 |

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**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Orange | Orange | No Performance Color |
| 1.9% suspended at least once | 2% suspended at least once | Less than 11 Students - Data Not 10 students |
| Increased 1.9% 801 students | Increased 2% 644 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | Red |
| 1.1% suspended at least once | 1.8% suspended at least once | 7.8% suspended at least once |
| 88 students | Increased 1.8% 717 students | Increased 7.8% 64 students |

| 2018 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color<br>0 Students | No Performance Color<br>0 Students | No Performance Color<br>0 Students | No Performance Color<br>0 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange<br>1.9% suspended at least once<br>Increased 1.9%<br>800 students | No Performance Color<br>0 Students | No Performance Color<br>0 Students | No Performance Color<br>Less than 11 Students - Data<br>1 students |

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

| 2018 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2016** | **2017** | **2018** |
| 2.9% suspended at least once | 0% suspended at least once | 1.9% suspended at least once |

**Conclusions based on this data:**

**1.**

# 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

Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (19-20).
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
Goal 3: By 2005-06 (2019-20), all students will be taught by highly qualified teachers.
Goal 5: All students will graduate from high school.

LCAP
Goal 1:To provide equitable access to a well-rounded, standards-aligned curriculum for all students to ensure increased student achievement.
Goal 2: Our students will be 21st century technology ready, competent learners in technology, demonstrate excellence in digital citizenship and master digital literacy skills.
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

## 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 the use of supplemental resources such as but not limited to (iRead, ST Math, Accelerated Math, etc) to enhance and support all at risk students.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 20,000 | 5800 |
| 5,889 | 4300 |

## 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. Grade Level Teams will create and analyze common formative assessments to monitor student progress, and to plan for intervention including Extended Day 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) |
|---|---|
| 27,997 | 1170 |

## 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 at risk students, including Migrant students, with Extended Day programs using supplemental resources. In

**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) |
|---|---|
| 29,688 | 1170 |

## 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. AST will help reach goal related to a high quality education in areas of curriculum, instruction, intervention, and assessment. Necessary tools and supplies will be provided to AST to carry out essential duties.

**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) |
|---|---|
| 90,127 | 2490 |

## 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. English Language Intervention Teacher (ELIT)

**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) |
|---|---|
| 17,428 | 2490 |

## 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. Staff will participate in professional development to increase understanding of teaching, learning, assessment, best instructional practices, and professional learning communities.

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

| Amount(s) | Source(s) |
|---|---|

| | |
|---|---|
| 10,000 | 1170 |
| 19,000 | 5200 |

## 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 .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) |
|---|---|
| | N/A |

## 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. Support student learning with the use of supplemental technology 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) |
|---|---|
| 36,943 | 4200 |

## 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. Provide a Kinder Academy before the start of school year to prepare kids for transition to 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) |
| --- | --- |
| 2800 | 1170 |

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

LCAP Goal:
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

## 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, character education, and/or student leadership programs such as, but not limited to, Character Counts, Leader in Me, and PBIS. Inclusive of PD 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) |
|---|---|
| 10,000 | 1170 |

10,000

5200

20,000

4300

## 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. School Counselor and/or Teachers will provide emotional and behavioral support to at risk students during Extended Day 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)

5500

1170

## 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 attendance through student incentives and motivational 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)

N/A

## 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. Promote a safe learning environment by providing training in the areas of social and emotional well-being, health, and safety to students, staff, and parents.

**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) |
|---|---|
| | N/A |

## 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) |
|---|---|
| | N/A |

# 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:
Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (16-17).
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
Goal 4: All students be educated in learning environments that are safe, drug free, and conducive to learning.
Goal 5: All students will graduate from high school

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 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

## 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. 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) |
|---|---|
| | N/A |

## 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 Agendas to students as a tool for daily communication with parents. Communicate with parents via color paper flyers. Use postal stamps to mail parents.

**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) |
|---|---|
| 2,500 | 4300 |

## Strategy/Activity 3

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

Strategy/Activity

4. Provide Family Math/ELA Nights to parents, and provide day care.

**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) |
|---|---|
| 2,000 | 1170 |

# 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 | $289,872.00 |

## 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 ($) |
|---|---|

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 ($) |
|---|---|
| | $289,872.00 |

Subtotal of state or local funds included for this school: $289,872.00

Total of federal, state, and/or local funds for this school: $289,872.00

# 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 |
|---|---|
| | 289,872.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1170 | 87,985.00 |
| 2490 | 107,555.00 |
| 4200 | 36,943.00 |
| 4300 | 8,389.00 |
| 5200 | 29,000.00 |
| 5800 | 20,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1170 | | 87,985.00 |
| 2490 | | 107,555.00 |
| 4200 | | 36,943.00 |
| 4300 | | 8,389.00 |
| 5200 | | 29,000.00 |
| 5800 | | 20,000.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 259,872.00 |
| Goal 2 | 25,500.00 |
| Goal 3 | 4,500.00 |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Alejandro Avina | Principal |
| Julie Lizarraga | Parent or Community Member |
| Isela Gutierrez | Classroom Teacher |
| Raul Ramirez | Classroom Teacher |
| Alejandra Segura | Other School Staff |
| Maria Duarte | Parent or Community Member |
| David Yee | Parent or Community Member |
| Ana Lorena Martinez | Classroom Teacher |
| Emmanuel Quirino | Parent or Community Member |
| Alejandro Ambriz | 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:

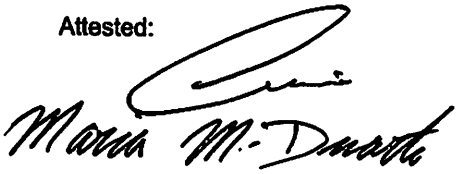
| Signature | Committee or Advisory Group Name |
| --- | --- |
| | Other: School's Leadership Team |

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 5-29-19.

Attested:



Principal, Alejandro Avina on 5-29-19

SSC Chairperson, Maria Duarte on 5-29-19

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

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

## Proposed Expenditures for this Strategy/Activity

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

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

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

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

# Annual Review

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

# Analysis

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

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

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

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

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

# Budget Summary

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

# Budget Summary

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

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

### Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

## Targeted Support and Improvement

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

The TSI plan shall:

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

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

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

## Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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