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
Thomas Edison Elementary School	19- 64337- 6011886	November 4, 2019	December XXXX, 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.

This plan is designed to help guide instructional practices to help all learners at Edison Elementary School achieve grade level standards.
- Edison is not a Title I school
- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics
- School accountability aligned to LCAP accountability (Dashboard) including CAASPP results in Reading/Language Arts and Mathematics
- Federally funded programs are aligned to the requirements of each of those programs
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new program improvement)
- Parent involvement and engagement are a priority of the district
- Professional development of certificated and classified staff are based on the needs of students and staff to increase student achievement
- Development and monitoring of the school plan activities and expenditures is performed by the School Site Council

Table of Contents

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).

Annually the Burbank Unified School District distributes a Climate Survey to employees, parents, and secondary students. The survey in the past was available in early fall. This year a committee will be reviewing and revising components of the survey and planned distribution to stakeholders is in spring of 2020.

Informal surveys of the staff were verbally conducted during our site's pre-service days in August. Teachers stated that they would like professional development especially in the area math and STEM.

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 principal visits classrooms regularly to observe teaching strategies. Staff is aware of ongoing visits and that the principal is looking for engagement strategies, direct instruction, and independent practice. The principal spends about 3-4 hours per week in classroom visits and provides specific feedback to the teachers both verbally and in writing. Also monthly English Language Learning walks are conducted by the principal to see use of EL strategies. Discussion of findings are frequently reviewed at faculty meetings as well as sharing best practices. The principal also conducts 2 formal observations per teachers per contract and Ed Code.

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

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

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

Standards, Assessment, and Accountability

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

Last year Edison took the CAASPP tests. Teachers will also be using district benchmark tests, writing prompts and the middle of the year/end of the year math assessment from the district adopted series, Houghton Mifflin Go Math and Benchmark Advanced to guide instruction meeting students' specific needs in Kindergarten through 5th grade. The following were assessments used to measure student achievement this year:
End of the year SRI scores (grades 2-5)
End of the year Oral Reading Fluency (grades 1-5)
End of the year Grade Equivalent (grade 1-5)
End of the year Kindergarten Assessments

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

In addition to local benchmark assessments, primary students take curriculum-based assessments in their Power Hour groups to determine if they are making progress towards proficiency. At each trimester, teachers review the results of these assessments and the trimester benchmarks and students are regrouped as needed. The results are analyzed through AERIES.net and teacher review the concepts that were not mastered.

Analysis of the assessment data shows the success of the Power Hour intervention model for closing the achievement gap. All students in first through fifth grade are homogeneously grouped for 30 minutes a day to provide them with targeted instruction in their area of need in phonics, vocabulary development, reading fluency, comprehension or math. Students with learning disabilities and English Learners are included in the Power Hour rotation.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the Edison teachers meet the ESEA/ESSA criteria for highly qualified staff by meeting their State certification requirements. Classified staff also meet ESEA/ESSA requirements through district level hiring ptractices.

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

Edison meets the sufficiency requirements of credentialed teachers. Teachers participate in district-wide professional development related to California State Standards, schoolwide staff development related to the California State Standards, and the development and implementation of successful instructional strategies.

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

Staff development is aligned with California State Standards and Frameworks and is based on the area of needs as identified on the district interim and site assessments results. This year our focus will continue with the math series of Houghton Mifflin Go Math and the Math Standards. Edison will also have a focus for 4th and 5th grade in STEM and a continued focus on Project GLAD for our English Learners.

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

Edison teachers receive professional development in understanding California State Standards at the district and site level. Improving student engagement remains a focus and continued opportunities for training in student engagement strategies are offered during the school year. In addition, effective instructional strategies are researched, discussed and shared during faculty and grade level meetings. Ongoing assistance is provided by the curriculum specialist, by colleagues with strengths in areas of need and by the principal. Teachers meet by grade level with the curriculum specialist weekly to review data and plan curriculum. Our EL specialist will continue to work with staff in the area of EL instruction strategies, such as Project GLAD.

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

Students are released early on Tuesdays to allow teachers time to meet as a grade level once a month. During this time, teachers meet collaboratively to plan lessons. Each trimester, we study student progress and review the RTI groups in which students are placed according to their instructional needs in the area of ELA. We discuss target students and ways in which we can modify our instructional program and pacing to ensure all standards are being taught in a timely way.

Teaching and Learning

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

The curriculum, instructional program and materials are all aligned with the State of California's content standards for each required subject matter, at all grade levels. District developed common assessments are developed and utilized to ensure that teachers are providing curriculum and instructional programs that are paced in a manner such that all students have the opportunity to master the content standards by the end of the year. Student progress is monitored by the collections of benchmark assessment data, as well as proficiency rates, determined by ESEA/ESSA based performance standards.

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

All students at Edison Elementary School must be provided the opportunity to meet State content standards at grade level. All instructional minutes are monitored by BUSD and have been found to exceed State requirements.

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

Teachers participate in a regular review of the California State Standards and are expected to align the pace of their instruction through backwards mapping. Teachers have been provided a lesson pacing schedule for E/LA Math this year. All grades have been provided with math materials that have been aligned with California State Standards.

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

All students have standards-based instructional materials appropriate to all grade levels.

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

Every student has access to District approved, State Board of Education(SBE) adopted instructional materials in every subject area, including those used in intervention sessions.

Opportunity and Equal Educational Access

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

Edison's Power Hour/RtI program:

The emphasis of a Response to Intervention (RtI) is to prevent delays with the students who are struggling academically. Our school provides Tier 2 intervention to all students who are not performing at grade level. This means that five days a week, students are placed in small groups and are provided targeted instruction in English / language arts. In order to begin implementation of RtI staff use criterion-based and/or norm-referenced assessments to determine which students are or are not meeting the expected grade level benchmarks. In order to best serve the needs of our students we have hired 4 credentialed teachers who support our grade level RtI rotations. The targeted skills and instructional materials used for RtI vary from phonics to reading comprehension and writing strategies, depending on the need of the grade level.

Evidence-based educational practices to raise student achievement

Kagan Cooperative Learning Structures are a research based engagement strategy that we use at our school in grades K-5. Systematic ELD is a program that provides all of our English Learners with 30 minutes per day of dedicated instructional time in the area of English Language Development. GLAD (Guided Language Acquisition Design) is a set of strategies which meet the cognitive and linguistic needs of ELD students. Two teachers are being trained this year and the ELD specialist will be training the staff on some of the most effective strategies. Power Hour, our RtI program is a five days a week program where students receive differentiated Language Arts instruction at their grade level, grades 1-5.

Math intervention for students in grades K-5 is also provided.

Parental Engagement

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

School wide assessment results were reviewed and interpreted at SSC by October 2019. The instructional leadership team, grade level teams and ELAC have also provided us with an in-depth review of the data. The committees were led in discussion by the principal, curriculum specialist, or teachers.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At Edison Elementary School, parents are offered a wide variety of involvement opportunities at our school. In the fall, the principal shared information on the California State Standards and on the newly adopted math series with stakeholder groups, such as the PTA, Boosters Club, English Learner Advisory Committee, and the School Site Council. Staff has made a conscious effort to improve the level of contact and the involvement of all parents in classrooms. Further, Edison is one of the few BUSD elementary schools to publish a weekly parent newsletter that is sent to all parents.

Parent representatives involved in Edison's School Site Council continually monitor the effective implementation of the Single Plan for Student Achievement where data information will be shared in an ongoing fashion. Additionally, parents involved in the English Learner Advisory Committee are provided the opportunity to give their input regarding the achievement of English Learners. School achievement data is made available to all parents in writing by sending home information in the bi-monthly newsletter. The Kindergarten Orientation for new K parents gives parents of brand new students an early insight into elementary education. At our school, we host two rounds of parent teacher conferences each year. At these meetings, teachers have the opportunity to connect with every parent, as they provide detailed information about each child's performance.

Funding

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

Federal Title III funds support English Learners who are below grade level in Mathematics and in the area of literacy/reading.

Fiscal support (EPC)

Edison Elementary School will receive $3,648 in Title III EL (LEP) funds this school year. Additionally, Edison will receive $264 Title III Immigrant funds.

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 principal met with the school Leadership Team, which includes a grade level representative from each grade level, on 9/3/19 and 10/1/19. Principal also met with the ELAC (English Learner Advisory Committee on 10/30/19 and SSC (School Site Council) on 9/30/19. Each of these meetings was to gather input from stakeholders and explain the process and purpose of the SPSA.

Resource Inequities

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

NA

All schools receive per pupil allocations.

Elementary staffing is also consistent across the district using a district-wide staffing formula.

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	1.3%	1.61%	1.25%	7	9	7
Asian	3.6%	4.11%	5.53%	20	23	31
Filipino	6.4%	6.44%	5.88%	35	36	33
Hispanic/Latino	33.2%	32.92%	30.66%	182	184	172
Pacific Islander	%	0.18%	%		1	
White	44.1%	44.19%	46.35%	242	247	260
Multiple/No Response	2.6%	2.86%	2.5%	14	16	14
			Total Enrollment	549	559	561

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	124	134	120
Grade 1	73	93	91
Grade 2	85	70	98
Grade3	89	84	74
Grade 4	88	91	86
Grade 5	90	87	92
Total Enrollment	549	559	561

Conclusions based on this data:

1. School enrollment for the past three years has been consistent.

2. Subgroup enrollment has been consistent.

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			43			7.7%
Fluent English Proficient (FEP)			52			9.3%
Reclassified Fluent English Proficient (RFEP)			5			14.7%

Conclusions based on this data:

1. Edison currently has almost 7.7% (43 students) of our population identified English Learners.

2. Edison has 14.7% (5 students) of our EL students reclassified as Reclassified Fluent English Proficient.

3. Edison has 9.3% (52 students) of students as Fluent English Proficient (FEP).

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	84	71	84	82	71	84	82	71	94.4	97.6	100
Grade 4	91	91	92	89	88	91	89	88	91	97.8	96.7	98.9
Grade 5	94	87	92	91	87	87	91	87	87	96.8	100	94.6
All Grades	274	262	255	264	257	249	264	257	249	96.4	98.1	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2449.	2479.	2478.	29.76	50.00	43.66	23.81	24.39	30.99	30.95	14.63	15.49	15.48	10.98	9.86
Grade 4	2498.	2525.	2521.	37.08	45.45	43.96	24.72	28.41	28.57	23.60	20.45	10.99	14.61	5.68	16.48
Grade 5	2553.	2537.	2556.	35.16	31.03	39.08	45.05	40.23	32.18	12.09	18.39	20.69	7.69	10.34	8.05
All Grades	N/A	N/A	N/A	34.09	42.02	42.17	31.44	31.13	30.52	21.97	17.90	15.66	12.50	8.95	11.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.95	47.56	39.44	48.81	34.15	47.89	20.24	18.29	12.68
Grade 4	23.60	37.93	43.96	60.67	56.32	40.66	15.73	5.75	15.38
Grade 5	34.07	34.48	48.28	57.14	54.02	40.23	8.79	11.49	11.49
All Grades	29.55	39.84	44.18	55.68	48.44	42.57	14.77	11.72	13.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	45.12	38.03	55.95	41.46	54.93	19.05	13.41	7.04
Grade 4	40.45	47.13	45.05	38.20	47.13	41.76	21.35	5.75	13.19
Grade 5	58.24	43.68	42.53	38.46	42.53	51.72	3.30	13.79	5.75
All Grades	41.67	45.31	42.17	43.94	43.75	49.00	14.39	10.94	8.84

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	27.38	26.83	32.39	65.48	64.63	60.56	7.14	8.54	7.04
Grade 4	23.60	28.74	31.87	61.80	66.67	60.44	14.61	4.60	7.69
Grade 5	26.37	25.29	32.18	65.93	62.07	63.22	7.69	12.64	4.60
All Grades	25.76	26.95	32.13	64.39	64.45	61.45	9.85	8.59	6.43

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	33.33	48.78	39.44	48.81	42.68	53.52	17.86	8.54	7.04
Grade 4	37.08	41.38	42.86	51.69	54.02	41.76	11.24	4.60	15.38
Grade 5	38.46	39.08	34.48	50.55	49.43	55.17	10.99	11.49	10.34
All Grades	36.36	42.97	38.96	50.38	48.83	49.80	13.26	8.20	11.24

Conclusions based on this data:

1. In 2018-19, 27.31% of student test takers scored standard not met or nearly met.

2. Reading was the overall lowest performance domain (13.25%) scoring below standard.

3. Research/Inquiry was the second lowest domain (11.24%) scoring below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	84	71	84	83	71	84	83	71	94.4	98.8	100
Grade 4	91	91	92	89	89	92	89	89	92	97.8	97.8	100
Grade 5	94	87	92	91	87	86	91	87	86	96.8	100	93.5
All Grades	274	262	255	264	259	249	264	259	249	96.4	98.9	97.6

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2454.	2463.	2474.	19.05	31.33	38.03	42.86	39.76	33.80	22.62	14.46	16.90	15.48	14.46	11.27
Grade 4	2493.	2512.	2510.	20.22	30.34	35.87	37.08	32.58	21.74	31.46	33.71	31.52	11.24	3.37	10.87
Grade 5	2527.	2518.	2527.	25.27	20.69	29.07	24.18	25.29	19.77	37.36	34.48	33.72	13.19	19.54	17.44
All Grades	N/A	N/A	N/A	21.59	27.41	34.14	34.47	32.43	24.50	30.68	27.80	28.11	13.26	12.36	13.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	38.55	45.07	48.81	40.96	40.85	17.86	20.48	14.08
Grade 4	39.33	44.94	44.57	33.71	41.57	29.35	26.97	13.48	26.09
Grade 5	28.57	24.14	31.40	43.96	44.83	37.21	27.47	31.03	31.40
All Grades	33.71	35.91	40.16	42.05	42.47	35.34	24.24	21.62	24.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	45.78	39.44	50.00	44.58	46.48	16.67	9.64	14.08
Grade 4	28.09	37.08	34.78	56.18	49.44	47.83	15.73	13.48	17.39
Grade 5	29.67	24.14	24.42	56.04	55.17	55.81	14.29	20.69	19.77
All Grades	30.30	35.52	32.53	54.17	49.81	50.20	15.53	14.67	17.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.10	48.19	54.93	51.19	39.76	30.99	10.71	12.05	14.08
Grade 4	29.21	35.96	41.30	49.44	51.69	45.65	21.35	12.36	13.04
Grade 5	25.27	18.39	20.93	52.75	62.07	60.47	21.98	19.54	18.60
All Grades	30.68	33.98	38.15	51.14	51.35	46.59	18.18	14.67	15.26

Conclusions based on this data:

1. In 2018-19, overall, our students exceeding the standard rose by 7%, but those meeting standard dropped by 8% as they moved up.

2. In 2018-19, 41.36% of students scored standard nearly met or not met.

3. In 2018-19, Concepts and Procedures if the lowest performing domain with 24.5% of students scoring below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	1461.6	*	1460.1	*	1464.9	*	16
Grade 1	*	*	*	*	*	*	*	7
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	7
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	5
All Grades							24	43

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	31.25		50.00		18.75		0.00	*	16
1	*	*	*	*		*		*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	*	20.93	*	51.16	*	25.58	*	2.33	24	43

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	25.00		56.25		18.75		0.00	*	16
1	*	*		*	*	*		*	*	*
2	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	20.93	*	53.49	*	23.26	*	2.33	24	43

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		31.25		37.50	*	31.25		0.00	*	16
1	*	*	*	*		*		*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	*	13.95	*	48.84	*	34.88	*	2.33	24	43

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	37.50		62.50		0.00	*	16
2	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	*	27.91	*	67.44	*	4.65	24	43

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	25.00		75.00		0.00	*	16
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	*	18.60	54.17	76.74	*	4.65	24	43

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		12.50	*	87.50		0.00	*	16
2	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	*	16.28	58.33	72.09	*	11.63	24	43

	Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		62.50		25.00	*	12.50	*	16
All Grades	*	39.53	62.50	53.49	*	6.98	24	43

Conclusions based on this data:

1. In 1029-19, 43 students took the ELPAC.

2. In 2018-19, because so few students took the test it is difficult to draw conclusions.

3. In 2018-19, the reading domain appears to be the lowest scoring domain.

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**
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**

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**

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

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

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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

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

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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

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

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

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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

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

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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Suspension 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 were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018

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

English Language Arts/Math

LEA/LCAP Goal

Board of Education Goals
1. Improve Learning and Achievement for Targeted Subgroups of Students
2. Improve Learning and Achievement for All Students
3. Continue to Align All Instruction and learning to California State Standards
4. Expand Programs to Prepare Students for College, Post-secondary Education, Training, and/or the Workplace from Preschool through Adult Education
5. Develop and Implement a Comprehensive Professional Development Plan for All Employees
6. Provide All Students with Access to Technology in the Classroom

LCAP Goals
1. Improve student learning and achievement for targeted subgroups of students.
2. Improve student learning and achievement for all students.
3. Align all instruction and student learning to California State Standards.
4. Expand programs to prepare students for college, post-secondary education, training, and/or workplace from pre-school
through adult education readiness.
5. Provide all students access to technology in the classroom.

Goal 1

In the 2019-2020 school year, we will show a 3% growth on the Grade 3-5 CAASPP in English Language arts. For all students from 73% to 76%. In grade 3 we will increase from 74% to 77%. In grade 4 we will increase from 74% to 77%. And, finally in grade 5 we will increase from 71% to 74%.

Identified Need

Students who are not meeting grade level expectations need additional instructional support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	For all students from 73% to 76%. In grade 3 we will increase from 74% to 77%. In grade 4 we will increase from 74% to 77%. And, finally in grade 5 we will increase from 71% to 74%.	For all students from 73% to 76%. In grade 3 we will increase from 74% to 77%. In grade 4 we will increase from 74% to 77%. And, finally in grade 5 we will increase from 71% to 74%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Small group intervention classes for students who are not meeting grade level expectations.

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)
41,488.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hourly Certificated support for teachers to assist with operation of Power Hour program.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

One Tuesday per month will be devoted for grade level planning with the focus on planning, mapping and pacing their curriculum so that each tested standard will have the appropriate amount of instructional time devoted to coverage and mastery before state assessments in April 2019.

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)
	No additional cost to school site.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The principal will have at least 2 data chats with each teacher to set goals and discuss student progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Cost of substitutes to free up teachers to have these principal-teacher data chats . This cost is covered by LCFF-Supplemental grant funds for English Learners. It is not a categorical expenditure.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students who need intervention

Strategy/Activity

We will have 4 additional certificated teachers to help support Power Hour for our English Language Arts Program as well as in the area of Math.

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)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hire 6 hourly certificated staff to support Power Hour. This cost is covered by LCFF-Supplemental grant funds for RTi. It is not a categorical expenditure.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide training and tools to continue implementation of RtI in the area of ELA

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)
	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Collect and analyze data on students using site benchmarks and classroom assessments.

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)
	No additional cost to school site.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide opportunities to work with staff on effective ELD strategies and materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Provide release time to work with teachers on planning effective EL lessons in the areas of ELA and math.

This cost is covered by LCFF-Supplemental grant funds for RTi. It is not a categorical expenditure.

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Additional support to help English Learners access the curriculum

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)

Maintain .25 ELD Instructional Assistant and hire additional .25 ELD Assistant to service more students. Hire teachers to provide tutoring for EL students before and after school.

This cost is covered by LCFF-Supplemental grant funds for English Learners. It is not a categorical expenditure.

Annual Review

SPSA Year Reviewed: 2018-19

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

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

Instructional collaboration and planning by teachers with attention to interventions will continue

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

No change

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

No change

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

Math

LEA/LCAP Goal

Board of Education Goals
1. Improve Learning and Achievement for Targeted Subgroups of Students
2. Improve Learning and Achievement for All Students
3. Continue to Align All Instruction and learning to California State Standards
4. Expand Programs to Prepare Students for College, Post-secondary Education, Training, and/or the Workplace from Preschool through Adult Education
5. Develop and Implement a Comprehensive Professional Development Plan for All Employees
6. Provide All Students with Access to Technology in the Classroom

LCAP Goals
1.Improve student learning and achievement for targeted subgroups of students.
2. Improve student learning and achievement for all students.
3. Align all instruction and student learning to California State Standards.
4. Expand programs to prepare students for college, post-secondary education, training, and/or workplace from pre-school
through adult education readiness.
5. Provide all students access to technology in the classroom.

Goal 2

Our goal is to increase overall proficiency level on the CAASPP Assessment 3% overall to 62%.

Identified Need

Students who are underperforming in math will be provided additional instruction and intervention

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAAASPP	CAASPP Assessment 3% overall to 62%.	CAASPP Assessment 3% overall to 62%.

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)

Low SES students, English learners, Foster Youth, Homeless Youth

Strategy/Activity

Small group intervention classes for students who are not meeting grade level expectations.

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)
41,488.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hourly Certificated support for teachers to assist with operation of Power Hour program (both pull out and push in.)
1,201	Title III 1000-1999: Certificated Personnel Salaries Intervention
544	Title III Parent Education

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

All students

Strategy/Activity

One Tuesday per month will be devoted to grade level planning with the focus on pacing the curriculum so that each tested standard will have the appropriate amount of instructional time devoted to coverage and mastery before end of year assessments.

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)
	No additional site funds required.

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

All students

Strategy/Activity

The principal will have at least 2 data chats with each teacher to set goals and discuss student progress.

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

Amount(s)	Source(s)
	LCFF Supplemental Grant funds for this action have been noted in Goal #1.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Focus professional development in the area of math instruction this year.

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)
783	Title III 1000-1999: Certificated Personnel Salaries This will occur on Tuesday faculty meetings, as well as weekly grade level meetings or in off-site professional development.
1000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Provide at least one Family Math Night

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)
1384	Title III 4000-4999: Books And Supplies Both on site and off site staff development will be provided to all staff to work on math instruction delivery.

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Staff will focus on curriculum development, small group instruction and interventions.

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

No change

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

No change

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

Implementation/Professional Development

LEA/LCAP Goal

Continue to develop collaborative and professional learning communities focused on student achievement.

Board of Education Goals
1. Improve Learning and Achievement for Targeted Subgroups of Students
2. Improve Learning and Achievement for All Students
3. Continue to Align All Instruction and learning to California State Standards
4. Expand Programs to Prepare Students for College, Post-secondary Education, Training, and/or the Workplace from Preschool through Adult Education
5. Develop and Implement a Comprehensive Professional Development Plan for All Employees
6. Provide All Students with Access to Technology in the Classroom

LCAP Goals
1.Improve student learning and achievement for targeted subgroups of students.
2. Improve student learning and achievement for all students.
3. Align all instruction and student learning to California State Standards.
4. Expand programs to prepare students for college, post-secondary education, training, and/or workplace from pre-school
through adult education readiness.
5. Provide all students access to technology in the classroom.

Goal 3

Focus on research-based instructional practices and professional development opportunities to continue supporting standards-based curriculum for students in grades Kindergarten through fifth, including mathematics, ELA, NGSS, health, physical education and art.

Identified Need

Increased implementation of research-based practices

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	CAASPP ELA CAASPP Math	3% growth on CAASPP overall in ELA and Math

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

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

All sudents

Strategy/Activity

Following district wide goals, teachers and staff will continue to implement the California State 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)

5000.00

Source(s)

LCFF

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Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Increased teacher collaboration on classroom instructional practices that lead to greater mastery of the California State Standards

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

No change

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

No change

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

Visual and Performing Arts

LEA/LCAP Goal

Continue to provide access to the arts and music education for grades K-12.

Goal 4

All students will participate in standards based visual and performing arts instruction.

Identified Need

Increased exposure to the visual and performing arts standards

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)

All students

Strategy/Activity

Continue K-5 music instruction using Burbank Unified K-5 Music and Curriculum and Assessments.

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

Amount(s)	Source(s)

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

All students

Strategy/Activity

Provide an Arts Wheel to all students in grades TK-5 to provide each child with 5 art genres in addition to the district funded music program.

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)

                                                         Donations

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Increased exposure to the visual and performing arts

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

No change

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

No change

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$92,888.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title III	$3,912.00

Subtotal of additional federal funds included for this school: $3,912.00

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

State or Local Programs	Allocation ($)
LCFF	$5,000.00
LCFF - Supplemental	$83,976.00

Subtotal of state or local funds included for this school: $88,976.00

Total of federal, state, and/or local funds for this school: $92,888.00

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
LCFF	5,000.00
LCFF - Supplemental	83,976.00
Title III	3,912.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00
1000-1999: Certificated Personnel Salaries	85,960.00
4000-4999: Books And Supplies	1,384.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	83,976.00
	Title III	544.00
1000-1999: Certificated Personnel Salaries	Title III	1,984.00
4000-4999: Books And Supplies	Title III	1,384.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1		41,488.00
Goal 2		46,400.00
Goal 3		5,000.00

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

6 Parent or Community Members

Name of Members	Role
Laura Flosi	Principal
Geneva Tarandek	Classroom Teacher
Gretchen Gray	Classroom Teacher
Michelle Zepeda	Classroom Teacher
Lisa Cates	Other School Staff
Isabel SantaCruz	Classroom Teacher
Jennifer Lorigo	Parent or Community Member
Brenda Etterbeek	Parent or Community Member
Colleen Elkins	Parent or Community Member
Leah Belchar	Parent or Community Member
Christy Green	Parent or Community Member
Gwenda Cuesta	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Edison Staff

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 11-4-19.

Attested:

Principal, Laura Flosi on 11-4-19
SSC Chairperson, Janette Troncoso on 11-4-19

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.

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/

Developed by the California Department of Education, January 2019