

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
Joaquin Miller Elementary School	19- 64337- 6011969	November 13, 2019	December 19, 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

- Miller Elementary is a Title I school

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.

Through the use of District adopted curriculum and ancillary materials, all students will receive standards-based instruction delivered by highly qualified teachers in a safe and clean school setting. Teachers will administer and review all local and State mandated assessments, as appropriate to the grade, to monitor student progress toward mastery of grade level standards. Informal and formal assessment data is used to provide targeted instruction to students below grade level.

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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).

During 2018 - 2019, a survey was given to the teachers in order to determine how they felt about the school year (climate, academic program, principal effectiveness, school culture, staff relations, communication with the community). The survey generated positive results, indicating that the school was becoming healthier, more cooperative, and had improved communication. Teachers noted that they were happy with the direction of the school culture. Parents were surveyed by a district survey, parent meetings, at ELAC and at SSC.

Parents were also provided survey and gave input on school climate, parent involvement needs, schedules and other topics. Parents reported satisfaction with the school overall and suggested that parents be provided more information on California standards and ways that parents can help at home with their child's learning.

Professional Development needs survey to help plan staff development.

Feedback from grade level chairpersons on programs related to academics goals, school activities, and goals related to the Safe School Plan was collected.

Anti Bullying survey to help develop a school wide program.

Results of surveys were shared with staff and School Site Council.

Classroom Observations

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

Classroom observations will be conducted each week by the Principal. Staff will be provided with oral and/or written feedback. Focus on continuing to implement Kagan Engagement structures and the continuing implementation of the California State Standards. Continue with monthly ELD class visits and document and share findings with staff. Will look for the continued implementation of the traits for a Visible Learner - What makes a good learner (John Hattie's research). Will have teachers focus on building a positive mathematical mindset community with their students.

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)

*Data from the California Assessment of Student Performance and Progress (CAASPP) for 2019 showed that in English Language Arts/Literacy, the school met/exceeded the State average percentage. State wide for all students from 50% in 2018 to 50% in 2019 and school wide for all students from 71% in 2018 to 69% in 2019. This is a decrease of 2%. For Grade 3 Miller = from 68% in 2018 to 65% in 2019; for Grade 4 Miller = from 71% in 2018 to 72% in 2019, and for Grade 5 Miller = from 74% in 2018 to 69% in 2019.

Our focus for 2019 - 2020 in English Language Arts will be to increase our school wide percent standards met/exceeded by at least 3% from 69% to 72% on the CAASPP and all significant subgroups which include Socioeconomically Disadvantaged, White, Hispanic or Latino, Students with Disabilities, and with a specific focus on English Language Learners. We will focus on the Reading Claim - How well do students understand stories and information that they read? and vocabulary development.

*Data from the California Assessment of Student Performance and Progress (CAASPP) 2019 showed that in Mathematics, the school also met/exceeded the State average percentage. State wide for all students from 39% in 2018 to 40% in 2019 and Miller = from 60% in 2018 to 58% in 2019. This is a decrease of 2%. For Grade 3 Miller = from 57% in 2018 to 63% in 2019; for Grade 4 Miller = from 60% in 2018 to 58% in 2019, and for Grade 5 Miller = from 61% in 2018 to 54% in 2019.

Our focus for 2019 - 2020 in Mathematics will be to increase our school wide percent standards met/exceeded by at least 3% from 58% to 61% on the CAASPP and all significant subgroups including Socioeconomically Disadvantaged, White, Students with Disabilities, and with a specific focus on English Learners and Hispanic or Latino. We will focus on Mathematics Claim Concepts and Procedures - How well do students use mathematical rules and ideas? as well as the math strands, Operations and Algebraic Thinking and Number and Operations in Base Ten.

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

*Data from the California Assessment of Student Performance and Progress (CAASPP) 2019, showed that in English Language Arts/Literacy for our subgroup English Learners, the school met/exceeded the State average percentage of 13% in 2019. Miller's average percentage was 42% in 2018 and it decreased to 40% in 2019. For Grade 3 Miller = from 50% in 2018 to 44% in 2019; for Grade 4 Miller = from 30% in 2018 to 43% in 2019; and for Grade 5 = from 47% in 2018 to 13% in 2019. Our RFEP students continue to make good progress as the school met/exceeded the State average percentage of 60% in 2019. Miller's average percentage in 2018 was 89% and in 2019, it decreased to 85%. Grade 3 Miller = from 94% in 2018 to 100% in 2019; Grade 4 Miller = from 88% in 2018 to 96% in 2019; and Grade 5 Miller from 85% in 2018 to 76% in 2019.

*Data from the 2017 - 2018 English Language Proficiency Assessments for California (ELPAC) showed that we had 251 students with scores. 13 students or 5% had an overall score of 1 (Beginning Stage of Developing English Skills), 26 students or 10% scored an overall score of 2 (Somewhat Developed English Skills), 75 students or 30% scored an overall score of 3 (Moderately Developed English Skills), and 137 students or 55% scored an overall score of 4 (Well Developed English Skills).

*Data from the California Assessment of Student Performance and Progress (CAASPP) 2018, showed that in English Language Arts/Literacy for our subgroup White, the school met/exceeded the State average percentage of 65% in 2018. Miller's average percentage in was 71% in 2017 and it increased to 72% in 2018. For Grade 3 Miller = from 74% in 2017 to 66% in 2018; for Grade 4 Miller = from 70% in 2017 to 73% in 2018; and for Grade 5 Miller = from 79% in 2017 to 77% in 2018.

*Data from the California Assessment of Student Performance and Progress (CAASPP) 2019, showed that in English Language Arts/Literacy for our subgroup Hispanic or Latino, the school met/exceeded the State average percentage of 41% in 2019. Miller's average percentage was 65% in 2018 and it decreased to 60% in 2019. For Grade 3 Miller = from 61% in 2018 to 57% in 2019; for Grade 4 Miller = from 47% in 2018 to 68% in 2019 and for Grade 5 Miller = from 88% in 2018 to 56% in 2019.

*Data from the California Assessment of Student Performance and Progress (CAASPP) 2019, showed that in English Language Arts/Literacy for our subgroup Economically Disadvantaged, the school met/exceeded the State average percentage of 39% in 2019. Miller's average percentage was 63% in 2018 and it increased to 64% in 2019. For Grade 3 Miller = from 57% in 2018 to 63% in 2019; for Grade 4 Miller = from 69% in 2018 to 63% in 2019; and for Grade 5 Miller = from 62% in 2018 to 66% in 2019.

*Data from the California Assessment of Student Performance and Progress (CAASPP) 2019, showed that in Mathematics for our subgroup English Learners, the school met/exceeded the State average percentage of 13% in 2019. Miller's average percentage was 35% in 2018 and it increased to 38% in 2019. For Grade 3 Miller = from 45% in 2018 to 46% in 2019 ; for Grade 4 Miller = from 32% in 2018 to 35% in 2019; and for Grade 5 Miller = from 50% in 2018 to 19% in 2019. The data also shows that our RFEP students are making progress. These students met/exceeded the State average of 43% in 2019. Miller's average percentage was 87% in 2018 to 78% in 2019. For Grade 3 Miller = from 76% in 2018 to 100% in 2019; for Grade 4 Miller = from 90% in 2018 to 91% in 2019; and for Grade 5 Miller = from 91% in 2018 to 65% in 2019.

*Data from the California Assessment of Student Performance and Progress (CAASPP) 2019, showed that in Mathematics for our subgroup White, the school did not meet/exceed the State average percentage of 54% in 2019. Miller's average percentage was 63% in 2018 and it

decreased to 60% in 2019. For Grade 3 Miller = from 58% in 2018 to 69% in 2019; for Grade 4 Miller = from 64% in 2018 to 58% in 2019; and for Grade 5 Miller = from 67% in 2018 to 58% in 2019.

*Data from the California Assessment of Student Performance and Progress (CAASPP) 2019, showed that in Mathematics for our subgroup Hispanic or Latino, the school met/exceeded the State average percentage of 28% in 2019. Miller's average percentage was 36% in 2018 and it decreased to 35% in 2019. For Grade 3 Miller = from 44% in 2018 to 39% in 2019; for Grade 4 Miller = from 37% in 2018 to 42% in 2019; and for Grade 5 Miller = from 29% in 2018 to 22% in 2019.

*Data from the California Assessment of Student Performance and Progress (CAASPP) 2019, showed that in Mathematics for our subgroup Economically Disadvantaged, the school met/exceeded the State average of 27% in 2019. Miller's average percentage was 54% in 2018 and it decreased to 48% in 2019. For Grade 3 Miller = from 49% in 2018 to 55% in 2019; for Grade 4 Miller = from 61% in 2018 to 34% in 2019; and for Grade 5 Miller = from 53% in 2018 to 44% in 2019.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members (certificated and instructional assistants) at Miller Elementary School meet staffing (ESEA) requirements.

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

Our school meets the sufficiency requirements of credentialed teachers. Teachers participate in professional development related to the State Standards including English Language Arts, Mathematics, and the Next Generation of Science Standards (NGSS), performing arts and arts integration, classroom management through the use of the Second Step Program, student engagement (Kagan Structures) as well as the disaggregation of State and district assessments, and development and implementation of successful instructional strategies including excellent first instruction. Teachers will continue to participate in staff development on providing support to our English Language Learners, Kagan engagement strategies, and the John Hattie's Visible Learning research on What Makes A Good Learner. We will be introducing and begin the school wide implementation of PBIS (Positive Behavior Interventions and Supports). The school wide focus will be in the academic area of Mathematics with a specific focus on building a positive mathematical mindset community with our students.

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

Staff development is aligned with California content standards based on the areas of needs as identified on the District interim assessments.

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

At Miller Elementary, we receive ongoing professional development on California State Standards. We are continuing to implement and use the Kagan Cooperative Learning Structures and Visible Learning research. We will be introducing and begin the school wide implementation of PBIS (Positive Behavior Interventions and Supports). We will also have teachers focus on building a mathematical mindset community with their students. Overall assistance and support to teachers is positive, but there is always room for growth.

California State Standards implementation, support, monitoring and evaluation is positive as measured by CAASPP results. As a school, Miller will continue to work with teachers in the implementation and use of standards, aligned materials and research based practices as well as excellent first instruction.

Survey staff for skills/needs in the implementation of curriculum, instructional practices, Standards, assessments, and evaluation processes.

Identify and develop best practices in instruction such as engagement strategies, differentiation, universal access, Systematic ELD, GLAD (Guided Language Acquisition Design) strategies, technology, character development, safety awareness, and current professional research based literature.

Provide in-service to implement instructional programs and connect to standards.

Improve student achievement through collaboration and training during school wide staff development, teacher planning days, grade level and vertical grade level meetings, faculty and leadership meetings, workshops, demonstration lessons and attendance at conferences.

Examine student work in a collaborative setting to ensure that students are mastering standards.

Differentiate instructional materials and strategies to meet the needs of all students, including English Language Learners, Gifted and Talented, Special Education, and At-Risk students.

Continue to develop principal, curriculum specialist, ELD specialist, teachers, and instructional assistants in research-based practices and materials.

Provide substitute time for teachers to observe exemplary teaching practices and plan in grade level teams.

Provide professional development related to safety which includes emergency procedures, disaster preparedness, the Second Step Program, and PBIS (Positive Behavior Interventions and Supports).

Curriculum Specialist will keep up-to-date on the latest research and maintain a research-based curriculum lab.

Continue to support teachers in the implementation of a systematic, state adopted research - based core curriculum – English Language Arts by Benchmark, Mathematics by Go Math Program, History Social Science by Harcourt School Publishers and Studies Weekly Social Studies resource, and Science by Houghton Mifflin, and STEMscopes and Mystery Science resources.

Provide professional development targeted at improving the performance of Special Education students by District and school staff. This includes having district-wide Special Education Elementary Staff meetings on specific topics.

Provide training on Response to Intervention materials which includes DIBELS, SIPPS, Making Meaning, Zoom In, Read Naturally, and Step Up to Writing, iReady, as well as materials for the California State Standards including the ELA Benchmark Program and the Go Math Program.

Provide teachers the opportunity to receive professional development in the arts as it is available.

Provide opportunities for Special Education and general education staff to attend professional development on a variety of topics including programs and strategies to help with struggling readers, autism, sensory disorder, behavioral and emotional disorders, NonViolent Crisis Intervention (NCI) training, etc.

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

Teacher Data Chats and Interim Assessment Review Protocols at Miller: Grade level teams are provided substitute release time to participate in “Data Chats” to analyze data in-depth in order to discover programmatic trends, as well as specific student needs. In addition to reviewing interim assessment data by grade level, students scores were also compared to how students at each grade level performed in English Language Arts and in Math from the previous year. We study student progress and review the Language Arts rotation groups in which students are placed according to instructional needs. 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. We will provide Math support to targeted students in Grades 3-5 during the school day from September 2019 to March 2020.

Teaching and Learning

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

Does the analysis of assessment results indicate that achievement gaps evident last year are being closed? If not, what modifications will be made to the SPSA to ensure that gaps are being closed?

Data from the CAASPP, Smarter Balanced Assessments and District assessments for the 2019-2020 school year show that we will continue to focus on improving scores in all significant subgroups which includes White, Socio Economically Disadvantaged, Students with Disabilities, and with a specific emphasis on our English Language Learners in English Language Arts and Mathematics and Hispanic or Latino in Mathematics.

Modifications that will be made to the SPSA to ensure that gaps are being closed include, continuing to:

- *Use multiple measures including data to plan and drive instruction based on student needs.
- *Use buddy classes, cross-age, and peer tutors to support student learning.
- *Use differentiation to address specific needs of all students and to provide universal access for all curricular areas.
- *Use the State Science standards to help to begin implementing the California Next Generation Science Standards (NGSS). Will use the resource STEMscopes and Mystery Science to support this.
- *Use Studies Weekly resource to support the History/Social Science standards.
- *Do test prep from Smarter Balance and provide opportunities for students to practice the Standards Practice Tests from Smarter Balance.
- *Provide time for teachers to reflect on data from the previous year and the current year as well as to set goals for the present school year.
- *Strengthen student-teacher relationships and increase classroom management through the Second Step Program and PBIS (Positive Behavior Interventions and Supports).
- *Provide before, during, and /or after school tutoring/intervention to students performing below grade level in decoding and reading comprehension and/or Math facts, problem solving, and reasoning as funding is available.
- *Provide students below grade level the opportunity to attend a District summer school for English Language Learners.
- *Continue to implement Kagan engagement strategies across curricular areas.
- *Focus on reading comprehension, vocabulary development, basic math skills, math reasoning and problem solving, and writing across all grade levels.
- *Use technology to enhance, expand and extend learning opportunities across all curricular areas.
- *Evaluate and revise instruction based on entry level, interim and summative assessments.
- *Collaborate to ensure that the standards-based curriculum is systemic. For the State standards for English Language Arts, teachers will use the Benchmark Program and for the State standards for Mathematics, teachers will use the Go Math Program.
- *Communicate extended learning opportunities to parents through School Site Council (SSC), Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), Gifted and Talented Education (GATE), and other pertinent advisory committees.
- *Motivate an interest in Reading through iReady and Scholastic Reading Inventory (SRI) Program and other comparable programs.
- *Provide access to keyboarding program.
- *Use research based programs and strategies to ensure maximum learning and achievement such as Systematic ELD Instruction, GLAD Strategies, Thinking Maps, Write from the Beginning, SIPPS, Making Meaning, Read Naturally, Step Up to Writing, iReady, and state standards materials.
- *Give students the opportunity to participate in Math Field Day, PTA Reflections, Art Day, Art Expo, Oratorical Contest, Science Fair, and other comparable activities.
- *Implement and support hands-on learning experiences such as: school garden, science experiments, simulations, the arts, and technology.

- *GATE students are given enrichment opportunities to expand their understanding of the standards.
- *Promote character development using the Second Steps Program.
- *Introduce and begin school wide implementation of PBIS (Positive Behavior Interventions and Supports).
- *Provide ELD instructional assistants to work in classrooms to help students acquire English skills.
- *Communicate clear expectations for classroom and playground behavior through annual distribution of District Parent handbook and notices from the school site and classroom teachers.
- *Provide a safe environment for students, their families and school staff through: a locked campus, visitor check-in procedures, Safe Delivery Program, Second Steps Program, anti bullying program, volunteer requirements, reverse drills, lockdown drills, fire drills, disaster/earthquake drills, facility upkeep and safety repairs.

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

All students 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)

For the California State Standards for English Language Arts, teachers will follow the pacing guided given by the Benchmark Advance Program. For the California State Standards for Mathematics, teachers will follow the pacing guide given by the Houghton Mifflin Go Math Program.

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

Every student has access to District approved, State Board of Education adopted instructional materials in every subject area.

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, SBE adopted instructional materials in every subject area, including materials those used in intervention sessions.

Opportunity and Equal Educational Access

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

The analysis of achievement data indicate that our biggest gap is in English Language Arts and Mathematics for our subgroup English Language Learners and Hispanic or Latino in Mathematics. Our focus will be on these two subgroups as the achievement gap is the greatest. We will also closely monitor those students who have been reclassified (RFEP).

Evidence-based educational practices to raise student achievement

Kagan Student Structures: This is a research based engagement strategies program that we use at our school.

Systematic ELD: This program provides all of our English Learners with 20-30 minutes per day of instructional time in the area of English Language Development.

GLAD (Guided Language Acquisition Design) Strategies: Used to provide support for our English Language Learners.

Visible Learning Research: Use this information to look at the effective instructional practices that have the most impact on raising student achievement.

Language Arts Rotations / Power Hour / RTI: During this dedicated daily (M-Th) block of time, students receive differentiated Language Arts instruction at their level, grades K-5. This is also our school's English/language arts RTI program for students who are below grade level.

Math Rotations: During this dedicated daily (M-Th) block of time, targeted students will receive differentiated Math instruction at their level in Grade 3-5 from September 2019 to March 2020.

PBIS (Positive Behavior Interventions and Supports): A framework used to improve school safety and promote positive behavior at the school.

Parental Engagement

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

School-wide assessment results are reviewed and translations/interpretation available at parent meetings including English Language Advisory Council (ELAC) on 9/10/2019 and School Site Council on 9/18/2019, 10/22/2019, and 11/13/2019.

There is a very well planned articulation process for parents and children, as they move from pre-school to Miller Elementary School. In addition to the principal hosting tours for parents (with translation provided), there is a "round-up" event in the spring and parent orientation in August prior to the start of the school year, at which parents and students come and learn about what needs to be done to promote a smooth transition from early childhood programs to Transitional Kindergarten and Kindergarten.

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)

Parents are offered a wide variety of parent involvement opportunities at our school. In the fall, the principal shares District and school data with stakeholder groups, including the Leadership Team, Miller Staff, P.T.A., Team Jaguar Fundraising Committee, English Learner Advisory Committee, and the School Site Council. Information is also provided at our Annual Title I Meeting.

Funding

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

Our English Language Learners are supported by services provided by LCFF EIA funds.

Our underperforming students are served by support provided by Title 1 funds.

Our Language Arts Rotations (Power Hour / RTI) program is served by certificated support provided by Title I funds, LCFF EIA money, LCFF Supplemental grant.

This year, our school site has received Title III funds for English Language Arts and/or Mathematics intervention targeted toward English Learners who are below grade level.

Fiscal support (EPC)

Our site's Title I allocation: \$190,378 (includes \$2,097 for parent involvement)

Our site's Title III allocation: \$29,965 (English Learner \$18,911 and Immigrant \$7,738 and includes \$3,316 for parent involvement)

Our site's LCFF EIA: \$195,705

Our site's LCFF Supplemental Grant allocation for Rtl ELA and Math: \$68,884

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

Principal met with the school Leadership Team which included a teacher from each grade level on 10/1/2019, parents from ELAC (English Learner Advisory Committee) on 9/10/2019, and SSC (School Site Council) on 9/18/2019, 10/22/2019, and 11/13/2019 to review the goals, desired outcomes, results, program expenditures, evaluation tool, successes, challenges, and modifications in the SPSA (Single Plan for Student Achievement) from the previous school year. Reviewed data and asked for input in developing the SPSA for the upcoming school year. School Site Council approved the SPSA at our meeting on 11/13/2019.

Resource Inequities

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

Teacher ratios the same as other schools.

Funding across the district is consistent.

Reduced funding in interventions across all schools resulting in less intervention time for students.

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	%	%	0.13%			1
African American	1.8%	1.74%	1.59%	14	13	12
Asian	4.1%	4.55%	3.85%	32	34	29
Filipino	3.4%	2.01%	1.59%	26	15	12
Hispanic/Latino	18.0%	17.67%	16.98%	140	132	128
Pacific Islander	0.3%	0.13%	0.13%	2	1	1
White	66.8%	67.47%	70.03%	518	504	528
Multiple/No Response	1.8%	2.14%	1.99%	14	16	15
Total Enrollment				776	747	754

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	143	126	138
Grade 1	119	120	114
Grade 2	122	124	119
Grade3	127	123	125
Grade 4	130	125	130
Grade 5	134	129	128
Grade 6	1		
Total Enrollment	776	747	754

Conclusions based on this data:

1. The largest student group by ethnicity is white with 528 students or 70% of the total enrollment of 754. The next largest group is Hispanic/Latino with 128 students or 17%.
2. The smallest student group by ethnicity is American Indian with 1 student and Pacific Islander with 1 student.
3. The grade level with the most students is Kindergarten followed by Grades 4 and 5.

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			262			34.7%
Fluent English Proficient (FEP)			145			19.2%
Reclassified Fluent English Proficient (RFEP)			56			20.7%

Conclusions based on this data:

1. About 35% or 262 out of 754 students are English Learners.
2. About 19% or 145 out of 754 students were initially identified as Fluent English Proficient (FEP).
3. About 7% or 56 out of 754 students were reclassified as Fluent English Proficient (RFEP).

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	129	126	123	120	122	121	120	122	121	93	96.8	98.4
Grade 4	132	125	130	126	122	127	126	122	127	95.5	97.6	97.7
Grade 5	131	130	129	127	128	126	127	128	126	96.9	98.5	97.7
All Grades	392	381	382	373	372	374	373	372	374	95.2	97.6	97.9

* 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	2462.	2467.	2459.	47.50	38.52	40.50	22.50	29.51	24.79	14.17	20.49	18.18	15.83	11.48	16.53
Grade 4	2494.	2505.	2512.	34.13	48.36	42.52	29.37	22.95	29.13	22.22	11.48	16.54	14.29	17.21	11.81
Grade 5	2551.	2553.	2551.	37.01	42.19	38.89	38.58	32.03	30.16	13.39	13.28	18.25	11.02	12.50	12.70
All Grades	N/A	N/A	N/A	39.41	43.01	40.64	30.29	28.23	28.07	16.62	15.05	17.65	13.67	13.71	13.64

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	45.83	33.61	32.23	29.17	50.00	46.28	25.00	16.39	21.49
Grade 4	29.37	34.43	39.37	52.38	52.46	47.24	18.25	13.11	13.39
Grade 5	33.86	38.28	34.92	55.91	46.88	50.79	10.24	14.84	14.29
All Grades	36.19	35.48	35.56	46.11	49.73	48.13	17.69	14.78	16.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.50	36.89	33.06	30.00	50.82	54.55	17.50	12.30	12.40
Grade 4	35.71	40.98	33.07	48.41	44.26	56.69	15.87	14.75	10.24
Grade 5	51.97	57.81	54.76	39.37	32.03	38.10	8.66	10.16	7.14
All Grades	46.65	45.43	40.37	39.41	42.20	49.73	13.94	12.37	9.89

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	25.83	25.41	25.62	60.83	66.39	63.64	13.33	8.20	10.74
Grade 4	17.46	31.15	31.50	69.84	62.30	63.78	12.70	6.56	4.72
Grade 5	21.26	19.53	27.78	69.29	65.63	61.90	9.45	14.84	10.32
All Grades	21.45	25.27	28.34	66.76	64.78	63.10	11.80	9.95	8.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.67	46.72	34.71	48.33	44.26	46.28	10.00	9.02	19.01
Grade 4	42.86	45.08	34.65	43.65	37.70	55.91	13.49	17.21	9.45
Grade 5	51.18	53.13	38.10	37.01	35.94	46.83	11.81	10.94	15.08
All Grades	45.31	48.39	35.83	42.90	39.25	49.73	11.80	12.37	14.44

Conclusions based on this data:

1. Focus on the Grade 3 students who are currently in Grade 4 who scored "Below Standard" (22%) and focus on the Grade 3 students who are currently in Grade 4 who scored "At or Near Standard" (47%) in Reading Claim - Demonstrating understanding of literary & nonfictional texts and provide additional support for these targeted students.
2. Continue to focus on Reading Claim - Demonstrating understanding of literary & nonfictional texts for Grades 3, 4, and 5 as this had the highest percentage of Below Standard (16%). This is an increase of 1% from 15% from the previous school year.
3. Students in Grades 3 - 5 did well in the area of Listening Claim - Demonstrating effective communication skills with only 9% below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	129	126	123	123	124	122	123	124	122	95.3	98.4	99.2
Grade 4	131	125	130	129	124	130	129	124	130	98.5	99.2	100
Grade 5	131	130	129	128	128	127	128	128	127	97.7	98.5	98.4
All Grades	391	381	382	380	376	379	380	376	379	97.2	98.7	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2440.	2444.	2453.	20.33	16.94	22.95	40.65	40.32	40.16	20.33	30.65	23.77	18.70	12.10	13.11
Grade 4	2490.	2498.	2497.	18.60	25.00	16.15	37.98	35.48	41.54	30.23	25.00	35.38	13.18	14.52	6.92
Grade 5	2532.	2542.	2531.	35.16	36.72	30.71	18.75	25.00	22.05	28.13	21.88	26.77	17.97	16.41	20.47
All Grades	N/A	N/A	N/A	24.74	26.33	23.22	32.37	33.51	34.56	26.32	25.80	28.76	16.58	14.36	13.46

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	36.59	29.84	32.79	43.09	47.58	52.46	20.33	22.58	14.75	
Grade 4	41.09	42.74	35.38	30.23	34.68	46.15	28.68	22.58	18.46	
Grade 5	40.63	47.66	37.80	32.03	28.91	33.86	27.34	23.44	28.35	
All Grades	39.47	40.16	35.36	35.00	36.97	44.06	25.53	22.87	20.58	

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	30.08	29.84	34.43	46.34	44.35	46.72	23.58	25.81	18.85
Grade 4	23.26	33.06	24.62	57.36	41.94	55.38	19.38	25.00	20.00
Grade 5	29.69	31.25	26.77	46.09	46.09	50.39	24.22	22.66	22.83
All Grades	27.63	31.38	28.50	50.00	44.15	50.92	22.37	24.47	20.58

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	33.33	29.03	38.52	49.59	57.26	49.18	17.07	13.71	12.30
Grade 4	28.68	34.68	27.69	54.26	45.97	59.23	17.05	19.35	13.08
Grade 5	26.56	35.16	28.35	52.34	46.09	51.18	21.09	18.75	20.47
All Grades	29.47	32.98	31.40	52.11	49.73	53.30	18.42	17.29	15.30

Conclusions based on this data:

1. Focus on the Grade 4 students who are currently in Grade 5 who scored "Below Standard" (15%) and provide additional support for these targeted students. This is an increase of 3% from 12% from the previous school year.
2. Focus on Concepts & Procedures Claim - Applying mathematical concepts and procedures with a percentage of 21% of Below Standard which is a decrease of 2% from 23% from the previous school year in Grades 3 - 5.
3. The largest percentage of "Above Standard and At or Near Standard" (85%) was in the area of Communicating Reasoning. This is an increase of 2% from 83% from the previous school year.

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	1457.4	1446.3	1463.3	1452.8	1443.5	1431.0	42	65
Grade 1	1482.9	1467.5	1476.1	1466.9	1489.1	1467.5	45	38
Grade 2	1516.4	1489.7	1516.7	1479.8	1515.7	1499.2	55	38
Grade 3	1500.2	1506.7	1483.8	1494.6	1516.1	1518.3	45	50
Grade 4	1528.7	1517.2	1518.8	1503.9	1538.2	1530.1	29	40
Grade 5	1564.5	1533.7	1548.5	1520.0	1579.9	1546.9	35	18
All Grades							251	249

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	59.52	26.15	*	36.92	*	32.31		4.62	42	65
1	60.00	10.53	*	60.53	*	21.05	*	7.89	45	38
2	67.27	15.79	29.09	52.63	*	21.05	*	10.53	55	38
3	*	22.00	48.89	50.00	*	22.00	*	6.00	45	50
4	41.38	30.00	41.38	50.00	*	10.00	*	10.00	29	40
5	77.14	16.67	*	61.11		16.67	*	5.56	35	18
All Grades	54.58	21.29	29.88	49.40	10.36	22.09	5.18	7.23	251	249

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	59.52	26.15	*	43.08	*	26.15	*	4.62	42	65
1	57.78	23.68	*	47.37	*	21.05	*	7.89	45	38
2	78.18	21.05	*	47.37	*	21.05	*	10.53	55	38
3	31.11	40.00	37.78	42.00	*	10.00	*	8.00	45	50
4	55.17	42.50	*	40.00	*	10.00	*	7.50	29	40
5	77.14	33.33	*	55.56		5.56	*	5.56	35	18
All Grades	60.16	30.92	23.51	44.58	11.16	17.27	5.18	7.23	251	249

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	52.38	15.38	*	46.15	26.19	33.85	*	4.62	42	65
1	62.22	13.16	*	39.47	*	34.21	*	13.16	45	38
2	50.91	13.16	29.09	50.00	*	28.95	*	7.89	55	38
3	*	24.00	35.56	32.00	33.33	34.00	*	10.00	45	50
4	*	17.50	*	50.00	*	22.50	*	10.00	29	40
5	77.14	5.56	*	38.89		50.00	*	5.56	35	18
All Grades	47.81	16.06	25.10	42.97	21.12	32.53	5.98	8.43	251	249

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	78.57	24.62	*	67.69		7.69	42	65	
1	71.11	55.26	*	42.11	*	2.63	45	38	
2	65.45	21.05	29.09	57.89	*	21.05	55	38	
3	*	26.00	66.67	66.00	*	8.00	45	50	
4	55.17	27.50	41.38	62.50	*	10.00	29	40	
5	65.71	5.56	*	83.33	*	11.11	35	18	
All Grades	59.36	28.11	34.66	62.25	5.98	9.64	251	249	

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	47.62	32.31	45.24	60.00	*	7.69	42	65	
1	48.89	13.16	40.00	76.32	*	10.53	45	38	
2	85.45	26.32	*	65.79	*	7.89	55	38	
3	48.89	48.00	40.00	42.00	*	10.00	45	50	
4	62.07	42.50	*	47.50	*	10.00	29	40	
5	77.14	55.56	*	38.89	*	5.56	35	18	
All Grades	62.15	34.94	30.28	56.22	7.57	8.84	251	249	

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	52.38	6.15	45.24	92.31	*	1.54	42	65
1	71.11	34.21	*	55.26	*	10.53	45	38
2	61.82	7.89	30.91	76.32	*	15.79	55	38
3	*	20.00	57.78	58.00	35.56	22.00	45	50
4	*	10.00	58.62	75.00	*	15.00	29	40
5	57.14	11.11	37.14	83.33	*	5.56	35	18
All Grades	47.01	14.46	40.64	73.90	12.35	11.65	251	249

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	61.90	66.15	28.57	29.23	*	4.62	42	65
1	44.44	2.63	48.89	84.21	*	13.16	45	38
2	45.45	34.21	52.73	57.89	*	7.89	55	38
3	55.56	36.00	33.33	60.00	*	4.00	45	50
4	55.17	47.50	37.93	40.00	*	12.50	29	40
5	80.00	16.67	*	72.22	*	11.11	35	18
All Grades	55.78	38.96	37.45	53.01	6.77	8.03	251	249

Conclusions based on this data:

1. Data from the 2018 - 2019 English Language Proficiency Assessments for California (ELPAC) showed that we had 249 students with scores. 18 students or 7.23% had an overall score of 1 (Beginning Stage of Developing English Skills), 55 students or 22.09% scored an overall score of 2 (Somewhat Developed English Skills), 123 students or 49.40% scored an overall score of 3 (Moderately Developed English Skills), and 53 students or 21.29% scored an overall score of 4 (Well Developed English Skills).
2. Will work with students on the domains Written Language and Reading as these two areas were the lowest percentage that students scored a 4 (Well Developed English Skills).
3. Our goal for the 2018 - 2019 school year is to increase our percentage of ALL students scoring an overall score of 4 (Well Developed English Skills) from 55% to 58%.

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. For Academic Performance: for English Language Arts was green, 39.3 points above standard, increased 4.5 points, and subgroup students with disabilities was red and Hispanic/Latino was yellow and for Mathematics was green, 12.1 points above standard, increased 6 points, and subgroup students with disabilities was yellow. This subgroup will be an area of focus.
2. For Academic Engagement: Chronic Absenteeism was green, 9.7% chronically absent, declined by 0.7%, and subgroups Hispanic/Latino, Socioeconomically Disadvantaged, and White were yellow and students with disabilities was orange. These subgroups will be an area of focus.
3. For Conditions & Climate: for Suspension Rate was blue, 0.5% suspended at least once, declined by 0.3%, and subgroup students with disabilities was yellow. This subgroup will be an area of focus.

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. Current English Learner: 25.9 points below standard, declined by 5.5. points, and number of students = 70.
2. Reclassified English Learners: 56.1 points above standard, declined by 4.7 points, and number of students = 97.
3. English Only: 45.6 points above standard, increased by 4.5 points, and number of students = 151.

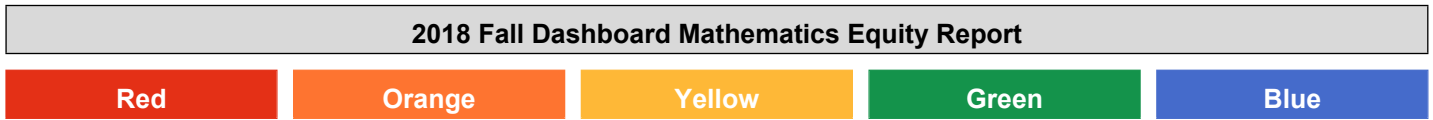
School and Student Performance Data

Academic Performance Mathematics

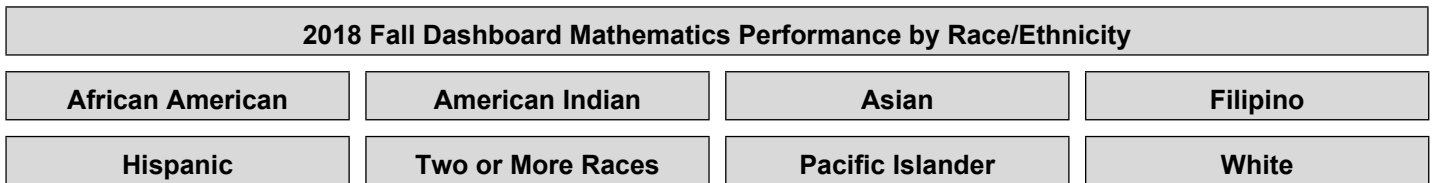
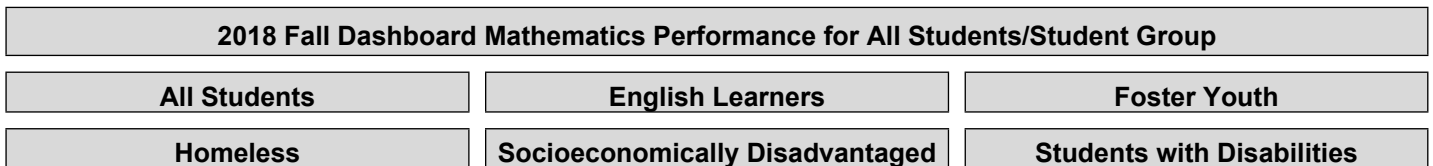
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

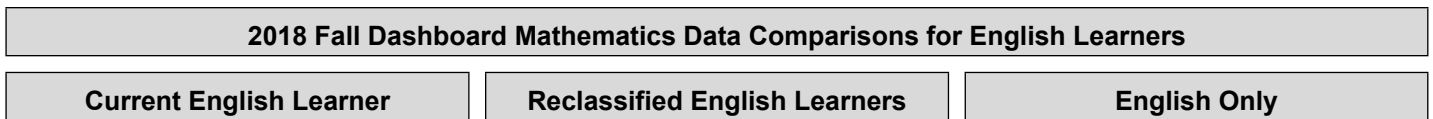
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

1. Current English Learner: 31.2 points below standard, maintained -0.5 points, and number of students = 70.
2. Reclassified English Learners: 24.5 points above standard, declined by 3.8 points, and number of students = 97.
3. English Only: 12.6 points above standard, increased by 6.9 points, and number of students = 150.

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. Level 4 Well Developed was 54.60% of 251 students. We had the most students in this level.
2. Level 3 Moderately Developed was 29.9% and Level 2 Somewhat Developed was 10.4% of 251 students.
3. Level 1 Beginning Stage was 5.2% of 251 students. We had the least students in this level.

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.

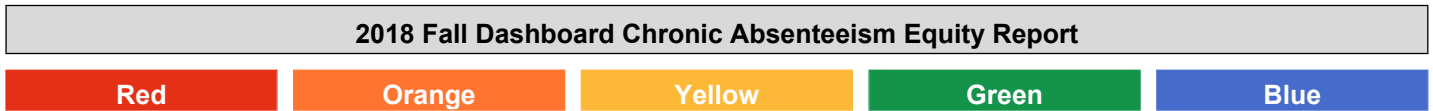
School and Student Performance Data

Academic Engagement Chronic Absenteeism

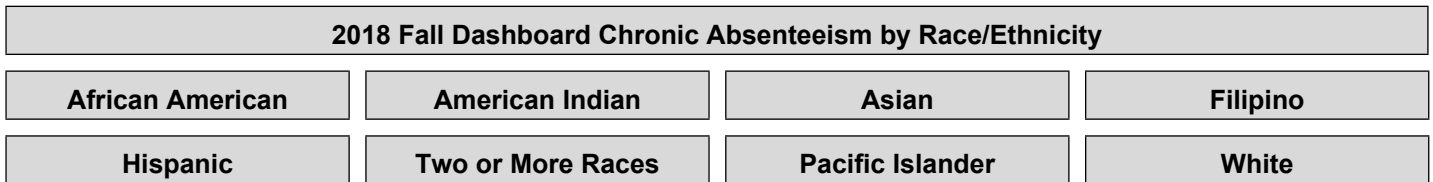
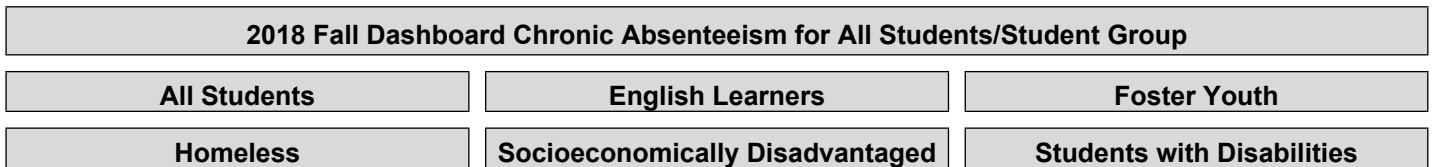
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

1. Chronic Absenteeism - All students was in green.
2. 9.7% chronically absent. This is a decline of 0.7% from the previous year.
3. The subgroups Hispanic/Latino, Socioeconomic Disadvantaged, and white was in yellow and students with disabilities was orange. These are areas of focus.

School and Student Performance Data

Academic Engagement Graduation Rate

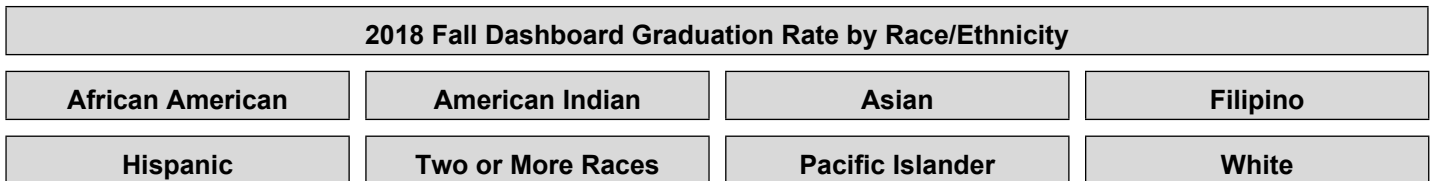
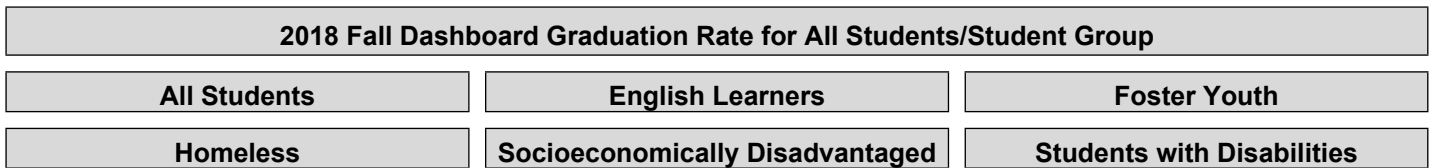
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

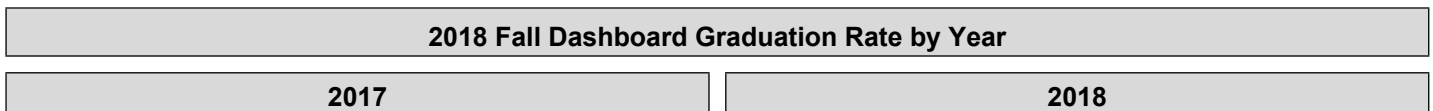
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

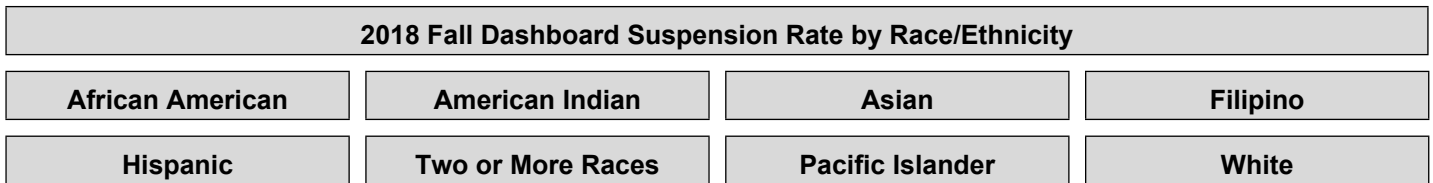
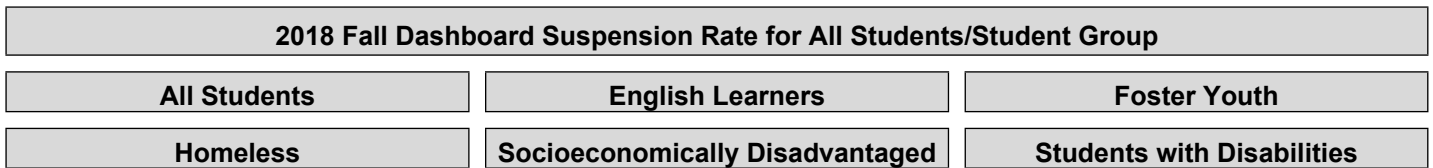
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



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



Conclusions based on this data:

1. Suspension Rate - All students was in blue.
2. 0.5% suspended at least once. This is a decline of 0.3% from the previous year.
3. Subgroup students with disabilities was in yellow. This is an area of focus.

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

LEA/LCAP Goal

1.2 Continue developing and assessing intervention programs specifically for students who qualify for services such as English learners, low-socioeconomic, homeless, foster youth, and Special Education students.
2.3 Sustain and improve the Power Hour model in grades K-5 in Reading Language Arts and the Response to Intervention (RTI) approach in elementary mathematics for students.

Goal 1

Our focus for 2019-2020 in English Language Arts will be to increase our school wide percent standards met/exceeded by at least 3% from 69% to 72% on the CAASPP and all significant subgroups which include Socioeconomically Disadvantaged, White, Hispanic or Latino, Students with Disabilities, and with a specific focus on English Language Learners. We will focus on the Reading Claim - How well do students understand stories and information that they read? and vocabulary development.

Our goal for the 2019-2020 school year on the English Language Proficiency Assessments for California (ELPAC) is to increase our percentage of students scoring an overall score of 4 (Demonstrating Advanced Progress) by 3%.

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Socio-economically disadvantaged students
All students

Strategy/Activity

Meet with teachers to identify and monitor students who need additional support including the "bubble" students in English Language Arts. Provide additional certificated support to help these underperforming 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)

1,000

Source(s)

Title I Part A: Disadvantaged Students
1000-1999: Certificated Personnel Salaries
Sub time for teacher release to meet with principal

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Socio-economically disadvantaged students
English Language Learners
All students

Strategy/Activity

Continue to implement English Language Arts Rotations (RtI) program during the school day and before and/or after school tutoring support across all grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

45,565

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Funding for hourly teachers to provide additional support for students

83,813

Title I Part A: Disadvantaged Students
1000-1999: Certificated Personnel Salaries

18,911

Title III Part A: Language Instruction for LEP Students
1000-1999: Certificated Personnel Salaries

7,493

Title III Immigrant Education Program
1000-1999: Certificated Personnel Salaries

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

Provide opportunities for teachers and students to become more familiar with the State Standards Practice Tests by Smarter Balance.

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 categorical funds required.

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

Continue to implement Kagan Engagement Strategies and Visible Learning research.

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 categorical funds required.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Socio-economically disadvantaged students
All students

Strategy/Activity

Use of iReady Program at school and at home and at school by students.

Access to the school library and computer lab to facilitate opportunities to read and improve literacy skills.

Assistance in the curriculum lab to ensure all students get the appropriate instructional materials for 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)
7,390	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries 0.1875 FTE Library Coordinator
	LCFF - Base 2000-2999: Classified Personnel Salaries 0.75 FTE Library Coordinator
	LCFF - Base 2000-2999: Classified Personnel Salaries 0.75 FTE Instructional Technology/ Media Specialist
33,013	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries 0.8125 FTE Resource Lab Assistant
1,500	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries Additional Hourly for Extra Support by Classified Staff

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

Students will participate in performing arts workshops to address the State Standards and develop their English Language skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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1,200	EIA Funds 5800: Professional/Consulting Services And Operating Expenditures Theatre arts workshops for students in Grades 1, 2, 4 and 5. Balance will be paid by donation from Team Jaguar Fundraising Committee in the amount of \$10,000.
2,800	EIA Funds 5800: Professional/Consulting Services And Operating Expenditures Dance workshops for students in Grade TK and Kindergarten
2,800	EIA Funds 5800: Professional/Consulting Services And Operating Expenditures Dance workshops for students in Grade 3

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students
Targeted students (LCAP supplemental)

Strategy/Activity

Provide additional support to ELD students through newcomer groups and classroom support by the ELD assistants.

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)
30,610	EIA Funds 2000-2999: Classified Personnel Salaries 0.75 FTE Instructional Assistant, ELD
11,444	EIA Funds 2000-2999: Classified Personnel Salaries 0.3438 Instructional Assistant, ELD
22,048	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.6875 FTE Instructional Assistant, ELD
27,392	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.6875 FTE Instructional Assistant, ELD
12,381	LCFF - Supplemental

	2000-2999: Classified Personnel Salaries 0.375 FTE Instructional Assistant, ELD
13,769	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.375 FTE Instructional Assistant, ELD
6,309	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Hourly classified staff to provide intervention support

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2 employees to serve as liaisons to the parent and family community to underscore the importance or school attendance (to access the curriculum), as well as to translate documents for parents, schedule meetings, and serve as translators during parent conferences.

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)
40,384	EIA Funds 2000-2999: Classified Personnel Salaries .8125 FTE Community Resource Assistant to Armenian speaking population
14,060	EIA Funds 2000-2999: Classified Personnel Salaries .2875 FTE Community Resource Assistant to Spanish speaking community
1,000	EIA Funds 2000-2999: Classified Personnel Salaries Additional Hourly for Translation at Parent Teacher Conferences

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Socioeconomically disadvantaged students
All students

Strategy/Activity

Purchase materials and supplies to support the implementation of the State Standards including English Language Arts, Science, and Social Studies.

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)
29,545	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Materials and Supplies including technology to support the State Standards including English Language Arts, Science, and Social Studies
9,508	EIA Funds 4000-4999: Books And Supplies Materials and Supplies including technology to support the State Standards including English Language Arts, Science, and Social Studies
245	Title III Immigrant Education Program 4000-4999: Books And Supplies Materials and Supplies including technology to support the State Standards including English Language Arts, Science, and Social Studies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide parent education to support the implementation of the State Standards across the curricular areas of ELA, Science, and/or Social Studies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,700	Title III Part A: Language Instruction for LEP Students 5000-5999: Services And Other Operating Expenditures Science Family Night
800	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies

	Materials and Supplies for Science Family Night
249	Title III Part A: Language Instruction for LEP Students 1000-1999: Certificated Personnel Salaries Teacher Support for Science Family Night
567	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies Parent Education materials and supplies for home

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.

Met with teachers to identify and monitor students who need additional support in English Language Arts. Will look at specific data and target 3 specific students in each classroom.

Implemented the English Language Arts RTI program. Needed to have specific targeted focus area/s, curriculum, and assessments to determine progress that students have made.

Used iReady but not all students use the program consistently at home. Will use for targeted students who need additional support and have gaps in their learning.

Supplemental materials and supplies were purchased to support the activities.

Provided parent education to support the implementation of the state standards across the curricular areas, specifically a Family Science Night. This was well attended by our students and parents.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the activities to meet the articulated goal.

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.

Will keep all strategies/activities but will make modifications.

When meeting with the teachers, will have them look at specific data and target 3 specific students in each classroom.

When implementing the ELA RTI program, will have teachers to work with Grades K-2 only and teachers who will work with Grades 3 - 5. ELA RTI teachers will meet regularly with the curriculum specialist to discuss students, what is being taught, instructional strategies, and curriculum materials used.

iReady will be used with targeted students who need additional support and who have learning gaps.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

1.2 Continue developing and assessing intervention programs specifically for students who qualify for services such as English learners, low-socioeconomic, homeless, foster youth, and Special Education students.
 2.3 Sustain and improve the Power Hour model in grades K-5 in Reading Language Arts and the Response to Intervention (RTI) approach in elementary mathematics for students.

Goal 2

Our focus for 2019 - 2020 in Mathematics will be to increase our school wide percent standards met/exceeded by at least 3% from 58% to 61% on the CAASPP and all significant subgroups including Socioeconomically Disadvantaged, White, Students with Disabilities, and with a specific focus on English Learners and Hispanic or Latino. We will focus on Mathematics Claim Concepts and Procedures - How well do students use mathematical rules and ideas? as well as the math strands, Operations and Algebraic Thinking and Number and Operations in Base Ten.

Identified Need

Greater understanding of the California State Standards and the SBAC targets resulting in greater students achievement of all students especially those at the lower levels of SBAC achievement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
at least 2% growth as measured by the SBAC overall and on district benchmark assessments; Miller achievement strong so it is more difficult to increase achievement levels		

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

Meet with teachers to identify and monitor students who need additional support including the "bubble" students in Mathematics. Provide additional certificated support to help these underperforming 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)

No additional site categorical funds required

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Socio-economic disadvantaged students
All students

Strategy/Activity

Meet with teachers to identify and provide additional Math support to targeted (underperforming) English Learner students before/after school and during the school day with Grade 5 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)

23,319

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Hourly certificated teacher to provide intervention support.

14,020

Title I Part A: Disadvantaged Students
1000-1999: Certificated Personnel Salaries
Hourly certificated teacher to provide intervention support.

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

Provide opportunities for teachers and students to become familiar with the California State Standards Practice Tests by Smarter Balance.

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 categorical funds required.

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

Continue to implement Kagan Engagement Strategies, Visible Learning research, and impact cycle.

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 categorical funds required.

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 opportunities to collaborate with colleagues 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)

No additional site categorical funds required.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Socio-economic disadvantaged students

Strategy/Activity

Purchase materials and supplies to support the implementation of the California State Standards in Mathematics.

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)

15,000

Source(s)

Title I Part A: Disadvantaged Students
4000-4999: Books And Supplies
Materials and Supplies including technology to support State Standards

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Socio-economic disadvantaged students

Strategy/Activity

Provide parent education to support the implementation of the State Standards in Mathematics.

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)

1000

Source(s)

Title I Part A: Parent Involvement
5800: Professional/Consulting Services And Operating Expenditures
Consultant for Math Family Night

200

Title I Part A: Parent Involvement
1000-1999: Certificated Personnel Salaries
Teacher Support for Math Family Night

897

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
Materials and Supplies

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.

Met with teachers to identify and monitor students who need additional support in Mathematics. Will look at specific data and target 3 specific students in each classroom.

Provided Math Support to students in Grade 5. Needed to have specific targeted focus area/s, curriculum, and assessments to determine progress that students have made.

Used iReady but not all students use the program consistently at home. Will use for targeted students who need additional support and have gaps in their learning.

Supplemental materials and supplies were purchased to support the activities.

Provided parent education to support the implementation of the state standards across the curricular areas, specifically a Family Math Night. This was well attended by our students and parents.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the activities to meet the articulated goal.

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.

Will keep all strategies/activities but will make modifications.

When meeting with the teachers, will have them look at specific data and target 3 specific students in each classroom.

Will provide additional Math support to targeted students in Grades 3-5. RTI Math teachers will meet regularly with the curriculum specialist to discuss students, what is being taught, instructional strategies, and curriculum materials used.

iReady will be used with targeted students who need additional support and who have learning gaps.

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

Professional Development

LEA/LCAP Goal

1.3 Continue to provide high-quality staff development in effective instructional and engagement strategies for teachers of students who qualify for services as English learners, low-socioeconomic, homeless, foster youth, and Special Education students.
 2.2 Sustain and improve the quality of teacher collaboration time to implement curriculum aligned to the California State Standards and best practices in instruction.
 2.5 Develop new strategies and enhance existing engagement supports.
 6.1 Continue to provide professional development opportunities for all certificated and classified employees.

Goal 3

Continue the implementation of the State Standards and the SBAC targets during the 2019 - 2020 school year by providing professional development opportunities.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
increased teacher understanding and implementation of the California State Standards and SBAC targets as measured by classrooms observations and teacher collaboration		

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)

Socio-economic disadvantaged students

Strategy/Activity

Provide substitutes so teachers can attend data chats and professional development opportunities to support the implementation of the 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)

3,000

Source(s)

Title I Part A: Disadvantaged Students
1000-1999: Certificated Personnel Salaries
Substitutes for Release Time for Planning, Data
Chats, PBIS implementation, and Attendance at
Professional Development

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 time during staff meetings for review of the State Standards and for collaboration within and across grade levels to determine alignment of the State standards and excellent first instruction.

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 categorical 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

Provide follow up staff development at site faculty meetings aligned with district focus on Mathematics and excellent first instruction.

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 categorical funds required.

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

Provide time to collaborate on lesson design and excellent first instruction.

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 categorical funds required.

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

Foster teacher collaboration for school wide implementation success including introducing and begin school wide implementation of PBIS (Positive Behavior Interventions and Supports).

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 categorical funds required.

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

Effectively facilitate curriculum development.

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 categorical funds required.

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.

Teachers participated in data chats and professional development opportunities to continue to support the implementation of the 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.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the activities to meet the articulated goal.

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.

Focus on Mathematics and excellent first instruction.

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

1.3 Continue to provide high-quality staff development in effective instructional and engagement strategies for teachers of students who qualify for services as English learners, low-socioeconomic, homeless, foster youth, and Special Education students.

1.6 Develop new and strengthen existing relationships with community partners to support our students.

4.1 Maintain the number of elementary music teachers to sustain the elementary music program.

4.2 Ensure a sequential curriculum for the music program in grades Preschool-5.

Goal 4

All students will participate in standards based performing arts instructional programs.

Identified Need

Maintain teacher and students participation rates in the arts resulting in increased exposure and understanding of the VAPA standards and expectations of lessons

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased exposure and understanding of the VAPA standards and the expectations/goals of the lesson provided		

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

Teachers and students will participate in performing arts instruction to support the State Standards including the ELD standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	EIA Funds 5800: Professional/Consulting Services And Operating Expenditures Theatre arts workshops for teachers and students in Grades 1, 2, 4, and 5.
	EIA Funds 5800: Professional/Consulting Services And Operating Expenditures Dance instruction for teachers and students in Grades TK and Kindergarten and 3.
	No additional site categorical funds needed. See Goal 1 of Plan.

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 performing arts professional development to elementary teachers in the District and the 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)
	No additional site categorical funds required.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Continue implementation of the Burbank Unified Elementary Music Program in grades K-5.

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 categorical funds required.

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.

Provided students performing arts workshops, specifically for Grade TK and Kindergarten = music, Grades 1 and 3 = Dance, and Grades 2, 4, and 5 = Theatre.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the activities to meet the articulated goal.

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.

Grade levels may change what performing art area they would like students to participate in. TK and Kindergarten are interested in Dance and Grade 1 is interested in theatre for the 2019 - 2020 school year.

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	\$484,932.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Disadvantaged Students	\$188,281.00
Title I Part A: Parent Involvement	\$2,097.00
Title III Immigrant Education Program	\$7,738.00
Title III Part A: Language Instruction for LEP Students	\$22,227.00

Subtotal of additional federal funds included for this school: \$220,343.00

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 (\$)
EIA Funds	\$113,806.00
LCFF - Supplemental	\$150,783.00

Subtotal of state or local funds included for this school: \$264,589.00

Total of federal, state, and/or local funds for this school: \$484,932.00

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
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Expenditures by Funding Source

Funding Source	Amount
EIA Funds	113,806.00
LCFF - Supplemental	150,783.00
Title I Part A: Disadvantaged Students	188,281.00
Title I Part A: Parent Involvement	2,097.00
Title III Immigrant Education Program	7,738.00
Title III Part A: Language Instruction for LEP Students	22,227.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	197,570.00
2000-2999: Classified Personnel Salaries	221,300.00
4000-4999: Books And Supplies	56,562.00
5000-5999: Services And Other Operating Expenditures	1,700.00
5800: Professional/Consulting Services And Operating Expenditures	7,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	EIA Funds	97,498.00
4000-4999: Books And Supplies	EIA Funds	9,508.00
5800: Professional/Consulting Services And Operating Expenditures	EIA Funds	6,800.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	68,884.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	81,899.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	101,833.00
2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	41,903.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	44,545.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	200.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	897.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,000.00
1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	7,493.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	245.00
1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	19,160.00
4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	1,367.00
5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	1,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	427,496.00
Goal 2	54,436.00
Goal 3	3,000.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Judy Hession	Principal
Jennifer Almer	Other School Staff
Laury Kelly	Other School Staff
Laura Kubler	Classroom Teacher
Jason Ragle	Classroom Teacher
Adam Aberman, Chairperson	Parent or Community Member
Catherine Lu	Parent or Community Member
Kera McCain	Parent or Community Member
Rajendra Rout	Parent or Community Member
Liz Warner	Parent or Community Member
	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
	Gifted and Talented Education Program Advisory Committee
	Other: School 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 10/30/2018.

Attested:

Principal, Judy Hession on 11/13/2019
SSC Chairperson, Adam Aberman on 11/13/2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019




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.

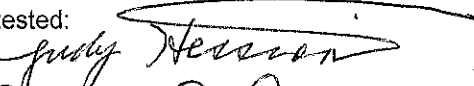

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Linet Fanaei 	English Learner Advisory Committee
Jennifer Almer Johnson 	Gifted and Talented Education Program Advisory Committee
Jennifer Almer Johnson 	Other: School 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 10/30/2018.

Attested: 


Principal, Judy Hession on 11/13/2019
SSC Chairperson, Adam Aberman on 11/13/2019