School Year: 2019-2020

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	School Site Council (SSC) Approval Date:	Local Board Approval Date	
San Martin Gwinn Environmental Science Academy Principal Claudia Olaciregui	43695836118376	May 22, 2019	[Add Local Board Approval date here]	SAN MARTIN/GWINN ELEMENTARY **SMG** ENVIRONMENTAL SCIENCE ACADEMY

Plan Summary:

THE STORY: Briefly describe the students and community and how the school serves them.

> **San Martin Gwinn Environmental Science Academy:**
>
> **Students are served** through district wide programs as described in the district's Local Control Accountability Plan (LCAP). This School Plan for Student Achievement (SPSA), represents our school's allocation of resources towards unique school level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analysed to determine root causes which inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics and future plans are adjusted to ensure that actions are demonstrating the desired outcome. Program and service evaluations must take into account the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.
>
> The SPSA continues to be organized under three goals aligned to the district's LCAP. The actions categories under each goal are also aligned to the LCAP, enabling cross referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, but also an infrastructure by which to share professional learning about program effectiveness in meeting common goals. These goals are:

1. **College and Career Readiness**: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).

2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).

3. **Student Engagement & School Climate**: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive supports for struggling students).

Additional School level goals and priorities include:

  San Martin/Gwinn School is a unique place that began in 1895 as a small country school in the southern end of the Coyote Valley. The plaza oak trees remind students, parents, and staff that no matter how many faces come through our school, the goal remains the same: to teach our children skills and strategies that will help them develop critical thinking and problem solving skills, prepare them for college, and maintain a safe and caring environment where students can be successful and prepare for the workforce.

   On 2014, our school became an Environmental Science Academy, and we are proud of our Monarch Butterflies habitat, compost infrastructure, rain barrels, recycling system, and three student-grown organic vegetables and fruit gardens. During the last four years, our students have been working on supporting and improving our environment by these student-lead programs where they are learning lifelong learning and problem solving skills.

   Our goal is to close the achievement gap in 21st century skills, reading, writing, science, and math with the widely diverse student groups that attend SMG, and simultaneously raise the academic performance of every student at our academy.

   We believe that all of our students have the ability and right to learn and that students learn best in an emotionally and physically safe environment where each child is respected, valued, and included. We believe that all children can learn if we, their teachers, school staff, and community, identify what students know and use that knowledge as the basis for purposely planning each instruction. Our goal is to prepare each child for success in secondary and postsecondary academic institutes or careers, both in the

classroom as well as in their interpersonal relationships, allowing them to grow academically and socially into productive members of our society.

SMG is included in the After School Education and Safety (A.S.E.S.) Program which partners our school and the local Y.M.C.A. to provide literacy, academic enrichment, and safe after school activities for our students. Each year, 84 students attend our after-school YMCA program which includes an early dinner, homework assistance, academic enrichment lessons, physical exercise, and games. The program runs from 2:15 p.m. until 6:00 p.m. each day, and it is at a low cost to all families.This program receives students from 2-8th graders.

Students at SMG also benefit from our ASPIRE (After School Program for Intervention and Enrichment), that focuses on reading and math intervention. Our Home and School Club sponsors other extra curricular activities, such as:

- Competitive soccer
- theater
- Arts
- Folklorico
- Mariachi
- Drums

The core curriculum is differentiated and based on Common Core Standards. Teachers receive regular Professional Development utilizing research-based strategies to enhance program delivery. The San Martin/Gwinn staff is also trained in interactive strategies from Guided Language Acquisition Design, systematic ELD, Constructing Meaning, Writing Process, Project-Based Learning, Guided Reading, Emotional and Learning Disabilities, Positive Behavior reinforcement system (PBIS), and CCSS teaching strategies. Additional services are an integral part of the school day and may be augmented by a pull out and push in program for special activities (reading interventions with Read 180/System 44, Leveled Literacy Intervention, and Resource, as needed), afterschool enrichment, push in/pull out support for ELD and reading intervention provided by our three bilingual instructors. All students work in our science labs and our outside garden with our TOSA (teacher on Special Assignment) where they conduct research and science experiments. K-2 students reading below grade level receive additional daily reading services with our bilingual aides, and they use Lexia to support their individual reading needs. Students 3rd-8th grade reading below grade level attend Read 180/System 44 interventions on a daily basis for 90 minutes.
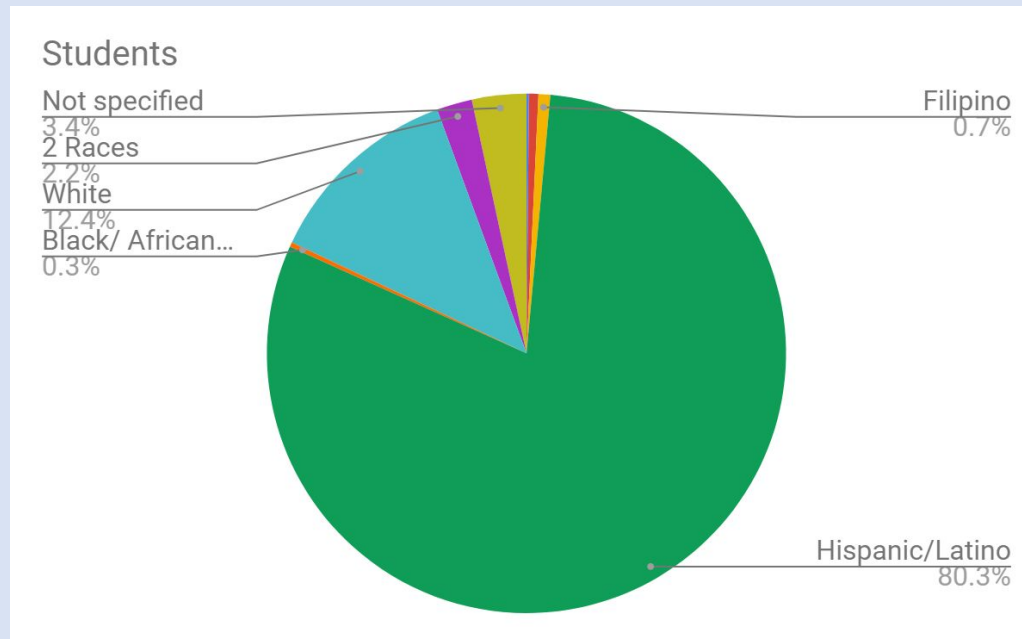
A certificated teacher works with our identified GATE students and other teachers, to offer resources for advanced-level work and extensions to the core curriculum in 4th through 8th grades. Our GATE students meet once a week for 1.5 hours to work with our coordinator on specific assignments and field trips (i.e. ABC news and weekly announcements).

Focused English Language Development (ELD) instruction is provided for all English learners 40 minutes four days a week. All teachers at San Martin/Gwinn are certified to teach English learners and are either in the process of completing or have competed

Cross-cultural, Language, and Academic Development (CLAD) training and are trained in Guided English Language Acquisition. In addition to this certifications, all of our DIME staff has a BCLAD credential.

San Martin/Gwinn offers K-8 students a unique opportunity to participate in Dual Immersion Instruction through the DIME Program. Eighth grade will be added next school year until we have a full K-8 Dual Immersion strand within the San Martin/Gwinn Program.

San Martin/Gwinn hosts 679 students with a demographics that include: 45.4% English Language Learners; 16.7% Homeless; 29.79% migrant; 11% Students with disability; 64.6% socioeconomically disadvantaged.

Students

- Not specified 3.4%
- 2 Races 2.2%
- White 12.4%
- Black/ African... 0.3%
- Filipino 0.7%
- Hispanic/Latino 80.3%

In additional to our district's goal, our school level goals and priorities include a focus on three areas: increasing language arts proficiency, increasing math proficiency and decreasing chronic absenteeism. This year, SMG will enter its fourth year of Positive Behavioral Interventions and Supports (PBIS) training. Our school behavior standards empower students to develop lifelong social skills: SMG students will show respect and responsibility, and the guided and coached to make good educated decisions, We introduce each of these concepts through student-led assemblies each year, as well as classrooms specific lessons where students are taught the expected behavior in all areas and situations at school. Student leadership clubs take an active role in promoting activities that develop an understanding of the behavior standards for all students. Our leadership clubs include:

- Safety patrol

- Student Council
- Expect Respect

Our students grades 4-8th are welcome to join a variety of clubs that meet during lunch time. These students' clubs include:

- Drums
- Debate
- Student Voices club
- GSA (Gay/Straight Alliance)
- Arts
- Music and Dance
- Lego club
- Slim club
- Sports club
- Sign language club

This year's SPSA **Highlights** are:

- Suspension rates increased significantly with the expansion of middle school.
- Chronic absenteeism increased with the increase of the students and the expansion to middle school.
- Overall ELA SBAC scores increased significantly in grades 3rd, 4th, and 5th grade.
- There was minimal improvement Math SBAC scores.

During 2018-2019, many resources and programs. such as PBIS, Pillars of Character, and attendance rewards, have allowed our students to understand the behavior expectations as well as the importance of attending school. A decrease of about 6% in suspensions and 3% in chronic absenteeism is estimated with this school year.

SMG CAASPP ELA:

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method
All Students	Orange	Low	Maintained	-67.4	-2.3	355		293		-65.1				
English Learners	Red	Very Low	Maintained	-90.3	2.2	213		175		-92.6				
Foster Youth	None					2		0						
Homeless	Red	Very Low	Declined Significantly	-120.6	-16	64		41		-104.6				
Socioeconomically Disadvantaged	Red	Very Low	Maintained	-94.9	-1.3	233		190		-93.6				
Students with Disabilities	Red	Very Low	Declined Significantly	-149.6	-21.5	58	52	52	48	-128				
African American	None					1		3						
Asian	None					1		2						
Filipino	None					2		1						
Hispanic	Red	Very Low	Maintained	-79.2	1.7	295		233		-80.9				
White	Yellow	Medium	Declined	-4	-8.4	43		42		4.4				
Two or More Races	None					9		11		-0.8				

SMG CAASPP Math:

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method
All Students	Orange	Low	Decreased	-84.2	-11.5	355		293		-72.7				
English Learners	Red	Very Low	Decreased	-104.7	-8.9	213		175		-95.8				
Foster Youth	None					2		0						
Homeless	Red	Very Low	Decreased Significantly	-130.1	-25.3	64		41		-104.8				
Socioeconomically Disadvantaged	Red	Very Low	Decreased	-109.4	-9.5	233		190		-100				
Students with Disabilities	Red	Very Low	Decreased Significantly	-164	-23	58	52	52	48	-141				
African American	None					1		3						
Asian	None					1		2						
Filipino	None					2		1						
Hispanic	Red	Very Low	Decreased	-96.5	-6.2	295		233		-90.3				
White	Yellow	Medium	Decreased Significantly	-15.7	-21	43		42		5.3				
Two or More Races	None					9		11		-6.2				

Chronic Absenteeism:

Level	INCREASED SIGNIFICANTLY by 3.0% or more from Prior Year	INCREASED by 0.5% to less than 3.0% from Prior Year	MAINTAINED declined or increased by less than 0.5% from Prior Year	DECLINED by 0.5% to less than 3.0% from Prior Year	DECLINED SIGNIFICANTLY by 3.0% or more from Prior Year
VERY LOW 2.5% or less in Current Year	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
LOW More than 2.5% to 5.0% in Current Year	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM More than 5.0% to 10.0% in Current Year	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
HIGH More than 10.0% to 20.0% in Current Year	Red • **All Students (School Placement)** • English Learners • Socioeconomically Disadvantaged • Hispanic	Orange (None)	Orange (None)	Yellow • White	Yellow (None)
VERY HIGH More than 20.0% in Current Year	Red (None)	Red • Homeless • Students with Disabilities	Red (None)	Orange (None)	Yellow (None)

Suspensions:

Level	INCREASED SIGNIFICANTLY by greater than 2.0% from Prior Year	INCREASED by 0.3% to 2.0% from Prior Year	MAINTAINED declined or increased by less than 0.3% from Prior Year	DECLINED by 0.3% to less than 1.0% from Prior Year	DECLINED SIGNIFICANTLY by 1.0% or greater from Prior Year
VERY LOW 0.5% or less in Current Year	Gray (N/A)	Green (None)	Blue (None)	Blue (None)	Blue (None)
LOW Greater than 0.5% to 1.0% in Current Year	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM Greater than 1.0% to 3.0% in Current Year	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
HIGH Greater than 3.0% to 6.0% in Current Year	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY HIGH Greater than 6.0% in Current Year	Red ▪ **All Students (School Placement)** ▪ English Learners ▪ Socioeconomically Disadvantaged ▪ Hispanic	Red ▪ Homeless ▪ Students with Disabilities	Red (None)	Orange ▪ White	Yellow (None)

GREATEST PROGRESS: Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success?

San Martin/Gwinn English Learners and socio-economic disadvantage students made a growth of 2.2 and 1.7 respectively in ELA SBAC scores. This growth can be attributed to the integration of GLAD and Constructing meaning strategies to target the English Learner population. An increase of reading interventions both during and after school programs allow teachers to target students' specific language needs.

SMG stakeholders group identifies the need to continue high quality first instruction in order to provide equity and access to grade level curriculum. In order to obtain this, a closer and detailed analysis of data is necessary for teachers to address the individual needs of our population. Data driven discussions be grade level, will allow teams to identify professional development needs for the staff in order to better serve the population. This school year, has shown great improvement in suspension rates as well as chronic absenteeism due to a consistent and structured implementation of PBIS and attendance rewards programs, that have modified students' behavior. In order to support teachers' implementation of PBIS and Character Counts! program in the classroom, yard duties will attend trainings on how to support students' behavior choices.

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)

Plan Description: This site plan includes a detailed description of the allocation of different funding sources to improve students achievement in ELA and Math as measured by multiple summative assessments such as NWEA and SBAC scores.

The purpose of this plan is to describe the current academic status of all student at SMG and design a comprehensive support and improvement plan that will allow all students to have access to grade level curriculum and perform at or above grade level in all academic areas. In addition to this, this plan will provide explain the components and programs designed to improve suspension rates as well as chronic absenteeism. In addition, this plan will address areas of need as revealed by our needs assessment as follows:

Needs Assessment Findings:
  California Public School Dashboard Indicator Needs:
   All students, English Learners, Homeless students, students with disabilities, low socioeconomic status and Hispanic students are red for chronic absenteeism, and suspension. All students are orange for ELA and Math while English Learners, Homeless students, students with disabilities, low socioeconomic status and Hispanic students are red. White students are orange for suspension rate.
  California Public School Dashboard Gaps:
   There are no gaps of two or more dashboard levels between any student group and the all student group.
  Local Assessment Data:

Fountas and Pinnell reading assessments indicate that students have low initial levels but are growing at normal rates. NWEA assessment results show growth rates that are commensurate with national norms.

Stakeholder Identified Needs: All of the stakeholder groups agreed on the need to allocated funding to support all subgroups at SMG. Based on their information, SMG will continue to provide ASPIRE after school program that will provide interventions in ELA and Math. Teachers will participate in math trainings that will allow them to implement different teaching strategies that facilitate students' mathematical growth mindsets, allowing students to comprehend mathematical practices. In addition to this, three bilingual aides and a reading intervention teacher will continue to work with students in the classroom, allowing teachers to have smaller groups and target individual needs. Close monitoring of attendance and student behaviors by principal, assistant principal, and CARE counselor, will help students understand the importance of daily on time attendance and positive behavior.

San Martin Gwinn Elementary:

Planning supports include guidance for principal, assistant principal, and teachers on data analysis and root cause analysis for factors affecting suspension, chronic absenteeism rates, and student academic achievement. This support is provided by Schoolwise Press (data consultants), the Santa Clara County Office of Education, and District staff. Stakeholder input from Parents, students, and staff as well as statistical analysis of data has identified root causes.

Suspension Rate: A lack of tiered interventions for several years, and a climate of over-reliance on suspension has been used as a mean of behavior correction. Due to the results and data that showed no significant progress, a need to implement restorative justice

and PBIS practices surfaced. As a result of the implementation of these programs with fidelity, there has been a current improvement on the suspension rates during this school year 2018-2019. SMG staff will continue to deepen the implementation of PBIS and restorative practices as alternatives means of correcting students' behavior.

Chronic Absenteeism: SMG staff and leadership with conduct a communication campaign that will help educate the community on the importance of daily on time attendance. In addition to this, a CARE counselor will invest time to refine and systematize student attendance monitoring and interventions. Staff will implement different strategies, such as home visits and parent education, that will help students and their families understand the importance of school attendance. In addition to this, staff will work together to develop plans that will enhance students' feeling of connectedness to school through relationship building and engaging activities.

ELA and Math: SMG orange indicators are similar to District Wide measures and this part of the plan is addressed by the LCAP and SPSA. District's support includes staying the course with MTSS development including a focus on high quality Tier one instruction emphasizing in early literacy. In addition to early literacy, funding will be allocated for professional development in Math, in order to address the achievement gap observed in this academic area.

Support: Leadership staff will continue to provide additional site based PBIS coaching support to deepen implementation of the program. This will help staff and students be consistent with behavior expectations. Temporary classified staff will be assigned to create and implement a more frequent and targeted attendance monitoring system and pilot intervention strategies with families through communication, linking with social services, and home visits.

ESSA requirements aligned with the Local Control and Accountability Plan

ELA and Math: SMG Barrett staff and site plans have focused deeply on helping all students become fluent readers and writers. Research shows that English learners and students of poverty often struggle in reading due to less academic language acquisition and an experience gap that inhibits language acquisition. By supporting struggling readers and promoting early literacy, SMG students will show significant progress toward language fluency which allows them full access to the rich curricular content of their education. In addition to this, SMG will continue its focus on professional development for writing and math instruction. Changing mathematical practices will give students greater access to key concepts and develop their mathematical fluency. Another cohort of teachers will be sent to Jo Boaler's training on a growth mindset. Teachers trained on these math strategies will help students understand mathematical processes and concepts. It will also training teachers to integrate small group instruction allowing students multiple opportunities to demonstrate their learning and learn from each other.

As proven by research, small group instruction also lowers the affective filter for English learners, low-income students and foster youth who might otherwise feel intimidated by speaking in class and sharing their own knowledge. Continuing this practice in literacy and developing it in math will expand their opportunities to engage deeply with the core curriculum. SMG teachers will continue to focus on writing strategies. Teachers will continue to integrate writing in math. This will help students express their mathematical thinking, and

comprehend the processes at a deeper level. The integration of writing in all areas, will allow students to prepare for higher level responses during summative assessments, such as SBAC and MAP testing.

A second cohort of SMG teachers will attend professional development strategies on Constructing Meaning as well as professional development on grade level academic vocabulary that will prepare students for testing. These practices are very important for students with language development needs. English learners and low SES students often have far fewer words in their vocabulary. Supporting their development of language in speaking, listening, reading and writing will increase their ability to understand academic content and to bring their own unique contributions to the collective wisdom of the classroom.

Chronic Absenteeism: School wide culture and behavior reveals that our school population has little understanding of attendance expectations and the impact on the school and educational process when students are absent. The school will undertake an **evidence based multi-tiered approach** to addressing this issue as follows:

Tier 1 Implementing A communication and education program for families that will ensures constant reminder and understanding of both the instructional and financial impacts of absenteeism.

Tier 2 Developing A chronic absenteeism monitoring system to inform targeted outreach and conferencing efforts regarding individual supports necessary to improve student attendance.

Tier 3 updating of our truancy intervention supports to ensure the most timely process and interventions to support the attendance of truant students.

Suspensions: A consistent implementation of PBIS and restorative justice practices at SMG, has allowed an improvement of the behavior of students grades K-8th grade. In addition to these programs, high student and family engagement opportunities promote a positive environment. SMG is a School-linked Community Collaborative school and offers many opportunities for students to receive additional services such as social skills and counseling from Discovery Counseling, Rebekah's Children, Community Solutions Services, the YMCA and Go Kids after school programs. Each of these partners provide valuable opportunities for students to feel connected to and supported by the school and the community. These relationships have a positive impact on all of our students as well as in our school climate.

Stakeholder Involvement

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

[Link to SSC Meetings](#)
[Link to ELAC Meetings](#)

The SPSA represents our school's allocation of resources towards specific actions designed to meet established goals. The goal setting process is based on the school's **mission and vision**. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the State's **eight priority areas**. The priority areas are addressed through the actions in our SPSA, and they are monitored throughout the year by reporting progress to our stakeholder groups, School Site Council and English Language Advisory Committee, who are consulted and provide input regarding recommendations for revisions to the plan. The overarching goal of the SPSA is constant improvement of the educational outcomes for all students.

During the last two SSC meetings this year, on April 24th and May 22nd, principal shared the allocations for next school year, and went over the goals and actions planned in order to align our funding with our district's LCAP goals. In addition to this, our budget was also shared with our ELAC committee on May 29, 2019.

Along with the district, the current three year SPSA continues to be organized under three goal areas:

1. **College and Career Readiness**: With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.
2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.
3. **Student Engagement & School Climate**: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready.

Resource Inequities

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

SMG has 11.7% of the students who have been identified with chronic absenteeism. This has a detrimental effect on student achievement. Underperforming students demonstrate extreme absenteeism rates as well as our lowest achievement scores. Despite this correlation, attendance monitoring and intervention resources are currently applied and processed the same for all students. Equitable allocation of resources will be made to provide tiered supports based on student need including additional monitoring (Goal 1 action 2); parent education and awareness campaign (Goal 2 action 2); home visits and individual referrals for school linked services or truancy intervention based on individual student needs (Goal 3 action 2).

In addition to this, our low SES, homeless, students with disability, and EL population underperform the rest of our white students. In order to address this inequity, SMG's stakeholder groups (ELAC, SSC, and HSC) have agreed to continue providing instructional support in the areas of reading and math. The HSC will continue to support enrichment activities after school, and there will be funding allocated from Title 1 fundings in order to support field trips. This will provide life experiences for our students in order for them to make connections with the academic standards learned at school. ELAC supported the continuation of CABE Project to inspire adult education, that will allow parents to engage in an educational program. Therefore, their involvement in school activities will increase. Teachers will continue to support the reading intervention programs as well as participate in professional development that allow them to deliver high quality first instruction. This professional development will include constructing meaning, academic language, and GLAD strategies that will help English Learners be exposed to have academic vocabulary that gives them equitable access to curriculum.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

Identified Need

SMG stakeholders continue to identify the need of increasing English language proficiency in reading and writing for all students, increasing math proficiency for all students; and meeting the needs of Hispanic and English Learners by making academic content more accessible through GLAD and Constructing Meaning strategies of instruction, and mathematical growth mindset strategies that will support student engagement and acquisition of knowledge.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ K-8 schools

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
CAASPP (Dashboard) **ELA** status/change --All student Grade 3 Grade 4 Grade 5 Grade 6 --Low SES Grade 3 Grade 4 Grade 5 Grade 6	**CAASPP (Dashboard)** **ELA** status/change --All student Grade 3 2378.7 Grade 4 2408.5/24.5 Grade 5 2416.5/-2.8 Grade 6 2470.5/3.3 Grade 7 N/A Grade 8 N/A --Low SES Grade 3 2337.8	**CAASPP (Dashboard)** **ELA** status/change --All student Grade 3 2388.4 Grade 4 2414.4/35.7 Grade 5 2430.2/21.7 Grade 6 2434.8/ 18.3 Grade 7 2472.7/ 2.2 Grade 8 N/A --Low SES Grade 3 2366.3	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.

--SWD	Grade 4 2378.8/19.9	Grade 4 2386.7/48.9
Grade 3	Grade 5 2379.7/-8.6	Grade 5 2394.0/15.2
Grade 4	Grade 6 2453.7/11	Grade 6 2402.7/23
Grade 5	Grade 7 N/A	Grade 7 2460.3/6.6
Grade 6	Grade 8 N/A	Grade 8 N/A
--EL		
Grade 3	--SWD	--SWD
Grade 4	Grade 3 2304.6	Grade 3 N/A
Grade 5	Grade 4 N/A	Grade 4 N/A
Grade 6	Grade 5 2358.9/-13.4	Grade 5 N/A
Math status/change	Grade 6 2380.2/-1.5	Grade 6 2356.6/-2.3
--All student	Grade 7 N/A	Grade 7 N/A
Grade 3	Grade 8 N/A	Grade 8 N/A
Grade 4	--EL	--EL
Grade 5	Grade 3 2320.4	Grade 3 2359.7
Grade 6	Grade 4 2339.8/-25.8	Grade 4 2360.0/39.6
--Low SES	Grade 5 2359.2/-23.7	Grade 5 2370.6/30.8
Grade 3	Grade 6 2392.4/-25.5	Grade 6 2356.9/-2.3
Grade 4	Grade 7 N/A	Grade 7 N/A
Grade 5	Grade 8 N/A	Grade 8 N/A
Grade 6	**Math** status/change	**Math** status/change
--SWD	--All student	--All student
Grade 3	Grade 3 2396.2	Grade 3 2400.7
Grade 4	Grade 4 2423.5/10.4	Grade 4 2421.5/ 25.3
Grade 5	Grade 5 2430/1.9	Grade 5 2429.7/ 6.2
Grade 6	Grade 6 2470.5/3.3	Grade 6 2423.1/ -6.9
--EL	Grade 7 N/A	Grade 7 2451.0/ -19.5
Grade 3	Grade 8 N/A	Grade 8 N/A
Grade 4	--Low SES	--Low SES
Grade 5	Grade 3 2360.4	Grade 3 2383.5
Grade 6	Grade 4 2378.8/19.9	Grade 4 2391.5/ 31.1
	Grade 5 2379.7/-8.6	Grade 5 2400.9/ 22.1
	Grade 6 2453.7/11	Grade 6 2395.0/ 15.3
Science status/change	Grade 7 N/A	Grade 7 2439.7/ -14
--All student	Grade 8 N/A	Grade 8 N/A
Grade 5	--SWD	--SWD
Grade 8	Grade 3 2313.5	Grade 3 N/A
--Low SES	Grade 4 N/A	Grade 4 N/A
Grade 5	Grade 5 2363.5/-18.8	Grade 5 N/A
Grade 8	Grade 6 2388.8/-8.5	Grade 6 2322.2/ -41.3
--SWD	Grade 7 N/A	Grade 7 N/A
Grade 5	Grade 8 N/A	Grade 8 N/A
Grade 8	--EL	--EL
--EL		

Grade 5
Grade 8
	Grade 3 2345.1
	Grade 4 2378.8/-15.8
	Grade 5 2395.4/-11.3
	Grade 6 2378.9/-45.6
	Grade 7 N/A
	Grade 8 N/A
	
	Science status/change
	--All student
	  Grade 5 N/A
	  Grade 8
	--Low SES
	  Grade 5 N/A
	  Grade 8
	--SWD
	  Grade 5 N/A
	  Grade 8
	--EL
	  Grade 5 N/A
	  Grade 8
		Grade 3 2382.5
		Grade 4 2365.6/ 20.5
		Grade 5 2380.4/ 1.6
		Grade 6 2365.2/ -13.7
		Grade 7 N/A
		Grade 8 N/A
		
		Science status/change
		--All student
		  Grade 5 N/A
		  Grade 8
		--Low SES
		  Grade 5 N/A
		  Grade 8
		--SWD
		  Grade 5 N/A
		  Grade 8
		--EL
		  Grade 5 N/A
		  Grade 8		

Dashboard Academic Indicator
Groups in Red/Orange:
	Dashboard Indicators
	
	ELA: All Students, English Learners, Hispanic, SES
	
	Math: All Students, English Learners, Hispanic, SES
		Dashboard Indicators
		School identified for CSI
		Chronic Absenteeism
		  Red: All, EL, Homeless, SED,
		     SWD, Hispanic
		Suspension:
		  Red: All, EL, Homeless, SED,
		     SWD, Hispanic
		  Orange: White
		ELA:
		  Red: EL, Homeless, SED,
		     SWD, Hispanic
		  Orange: All
		Math:
		  Red: EL, Homeless, SED,
		     SWD, Hispanic
		  Orange: All
			Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group

Biliteracy --EL Progress --EL status & change --EL Reclass Rate	**Biliteracy (Dashboard & Data Q)** --EL Progress: Green --status & change: 74.4, +14.3 --Reclass Rate: 12.5%	**Biliteracy** With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure..Reclass Rate: = 1.1%	Maintain high status or positive growth in all categories	Maintain high status or positive growth in all categories
NWEA MAP **Fall to Winter** Growth: Compared to Nat. Growth **ELA** --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8 **Math** --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8 **Science** --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8	**NWEA MAP** **Fall to Winter** School Growth: Compared to National Growth **ELA** School / National --Grade 2 63% +11.3 / + 6.7 --Grade 3 43% +7.3 / +5.3 --Grade 4 54% +5.3 / +4.0 --Grade 5 49% +3.9 / +3.1 --Grade 6 54% +2.1 / +2.4 --Grade 7 72% +0.7 / + 1.8 --Grade 8 *** -**Math** --Grade 2 83% +12.3 / +6.8 --Grade 3 68% +8.4 / +5.6 --Grade 4 51% +4.4 / +4.5 --Grade 5 49% +3.9 / +3.6 --Grade 6 68% +5.1 / +2.6 --Grade 7 44% +2.6 / +2.0 --Grade 8 *** **Science: optional** --Grade 2 *** --Grade 3 61% +6.7 / +3.8 --Grade 4 59% +4.4 / +3.0 --Grade 5 55% +3.6 / +2.5 --Grade 6 62% +4.0 / +1.9 --Grade 7 *** --Grade 8 ***	**NWEA MAP** **Fall to Winter** School Growth: Compared to National Growth **ELA** School / National --Grade 2 40% +11.8 / + 9.6 --Grade 3 58% +11.3 / +7.6 --Grade 4 63% +5.7 / +5.6 --Grade 5 39% +4.4 / +4.3 --Grade 6 46% +2.6 / +3.4 --Grade 7 50% +3.1 / +2.6 --Grade 8 44% +6.6 / +2.1 -**Math** --Grade 2 53% +8.3 / +9.5 --Grade 3 72% +7.5 / +7.7 --Grade 4 57% +7.7 / +6.3 --Grade 5 45% +3.7 / +5.2 --Grade 6 43% +4.2 / +3.9 --Grade 7 50% +3.5 / +2.9 --Grade 8 56% +5.1 / +2.4 **Science: optional** --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8	Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March	Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March
PSAT Exam (Grade 8) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	**PSAT Exam** --Participation: **N/A for 2018** --Met ERW benchmark --Met Math benchmark --Met both benchmarks	**PSAT Exam** --Participation: **45 test takers** --Met ERW benchmark: 29% --Met Math benchmark: 13% --Met both benchmarks: 7%	Increase CCR score 3 %	Increase CCR score 3 %

Literacy Measure: F&P	Fountas & Pinnell by grade	Fountas & Pinnell by grade		
--Avg K reading level Fall --Avg K reading level Mar. --% at grade level Mar.	--Avg K Fall: N/A --Avg K Mar: N/A --At level Mar: N/A	--Avg K Fall: 0 --Avg K Mar: 0.2 --At level Mar: 15%		
--Avg 1 reading level Fall --Avg 1 reading level Mar --% at grade level Mar.	--Avg 1 Fall: 0.9 --Avg 1 Mar: 1.1 --At level Mar: 6%	--Avg 1 Fall: 0.8 --Avg 1 Mar: 1.3 --At level Mar: 23%		
--Avg 2 reading level Fall --Avg 2 reading level Mar --% at grade level Mar.	--Avg 2 Fall: --Avg 2 Mar: 2.5 --At level Mar: 38%	--Avg 2 Fall: 1.9 --Avg 2 Mar: 2.3 --At level Mar: 42%	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age
--Avg 3 reading level Fall --Avg 3 reading level Mar --% at grade level Mar.	--Avg 3 Fall: 2.6 --Avg 3 Mar: 3.1 --At level Mar: 35%	--Avg 3 Fall: 2.6 --Avg 3 Mar: 2.9 --At level Mar: 31%		
--Avg 4 reading level Fal --Avg 4 reading level Marl --% at grade level Mar.	--Avg 4 Fall: 3.4 --Avg 4 Mar: 3.0 --At level Mar: 13%	--Avg 4 Fall: 3.6 --Avg 4 Mar: 4.2 --At level Mar: 45%		
--Avg 5 reading level Fall --Avg 5 reading level Mar --% at grade level Mar.	--Avg 5 Fall: 4.4 --Avg 5 Mar: 4.8 --At level Mar: 35%	--Avg 5 Fall: 4.2 --Avg 5 Mar: 4.5 --At level Mar: 18%		
Implementation Status: *By Staff Survey Rubric* --Mathematics --English (ELA/ELD) --History --Science --Assessment Plan --MTSS Supports --PLC	**Implementation Status:** *Scores on 5 point rubric survey* --Mathematics: 3.7 --ELA/ELD: 3.2 --History: 1.29 --Science 1.88 --MTSS Academic: 3.1 --MTSS Soc Emot: 2.8 --PLC 3.2	**Implementation Status:** *Scores on 5 point rubric survey* --Mathematics: 4.2 --ELA/ELD: 3.7 --History: 2.7 --Science: 2.4 --MTSS Academic: 3.4 --MTSS SEL : 3.2 --PLC: 3.9 —PBIS 3.5	Grow from previous year rubric scores in all core area implementations on staff survey	Grow from previous year rubric scores in all core area implementations on staff survey
MTSS Support Usage --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island	**Usage Monitoring** --Extended Day: 120 --Read 180:14 --System 44:10 --LLI: 80 --Lexia: **29% use, 26% at GLev.** --Study Island: **81,778**	**Usage Monitoring** --Extended Day: 88 **students** --System 44/Read 180, **31 students** --LLI: **101 students** --Lexia: **54% use**, 21% meeting usage --SI: 1809 sessions, 19,560 question at 61.7% correct.	Increase usage by ⅓ compared to overall need during each year of 3 year plan.	Increase usage by ⅓ compared to overall need during each year of 3 year plan.

Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:	**Special Education** non SLP -RSP: # Referrals: 20 # Qualified: 12 -# Exited: 0 % Non EL: % EL: **SDC** # Referrals: 0 # Qualified: 13 -# Exited: 0 % Non EL: 46% % EL: 54%	**Special Education** non SLP -RSP: # Referrals: 22 # Qualified: 34 -# Exited: xx % Non EL: 19 % EL: 15 **SDC** # Referrals: 0 # Qualified: 12 -# Exited: 1 % Non EL: 6 % EL: 6 Speech: 35 Students # Exited: 7 # Referrals: 11 # Qualified: 0	Minimize gaps in referral rates and reduce overall rate by inclusion	Minimize gaps in referral rates and reduce overall rate by inclusion
Core Area Grades (Average GPA, % F's) --English --Math --Science --History	**Core Area Grades** (grades 6-8.) **Grade 6 Tri 1 Tri 2** ELA 3.38 3.07 Math 2.88 2.95 Science 3.22 3.32 S.S. 3.12 3.43 **Grade 7 Tri 1 Tri 2** ELA 1.78 1.30 Math 2.28 1.96 Science 3.22 3.32 S.S. 3.02 1.67	**Core Area Grades** (grades 6-8.) **Grade 6 Tri 1 Tri 2** ELA 3.10 3.25 Math 2.87 3.05 Science 3.52 3.37 S.S. 3.42 3.19 **Grade 7 Tri 1 Tri 2** ELA 2.6 3.07 Math 3.58 3.29 Science 3.76 3.32 S.S 3.79 3.35 **Grade 8 Tri 1 Tri 2** ELA 3.0 3.27 Math 3.12 3.22 Science 3.37 3.26 S.S 3.47 3.41	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.
Other Site Specific metrics: *ie: awards, focus academy related, site specific interventions or enrichment programs etc.Honor roll, science fair, history day etc.*	**5th Grade DIME** Bilingual Award: Attainment Award: 8/28% Participation Awards: 18/72%	**5th Grade DIME** Bilingual Award: Attainment Award: 18/47% Participation Awards: 20/53%		

Goal 1 Action 1: Tier 1 Staff

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Hiring general education teachers
2. Providing new teacher induction mentors
3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

1. Reading intervention specialist, Shanno Rafat (0.5 FTE).

2. Stipends for 3 Additional yard duty supervision

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.

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
Reading Specialist 0.5 FTE	$64,561	LCFF
Yard Duty	$4920 (1833hr x $12)=$22,000	Unrestricted Lottery

Goal 1 Action 2: Tier 2-3 Staff

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

1. One day per week data analyst to monitor chronic absenteeism and record interventions

2. One day per week Teacher on Special Assignment to determine appropriate interventions for chronic absenteeism

3. One day per week of a CARE lead and 2 ½ days per week of a CARE provider to provide interventions for chronic absenteeism.

4. Three bilingual instructors to support small group instruction and differentiation in class.

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.

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
1-3: Personnel to provide attendance support as part of CSI	$63,590	Comprehensive Support and Improvement
4. Three Bilingual Aide Personnel	$ 75,461	Title 1

Goal 1 Action 3:   Professional Development

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
  1. Provide support mentors to assist veteran and intern teachers
  2. Provide professional development (PD) opportunities for administrators
  3. Provide PD opportunities for classified employees.
  4. Provide a new teacher induction program
  5. Provide PD to support the core instructional program
  6. Provide stipends to support staff implementation leaders at each site
  7. Provide PD for the unique needs of English Learners.
  8. Provide PD to support College and Career Readiness for underrepresented students
  9. Provide PD to support the implementation of social emotional support and safety programs.
  10. Provide PD to meet the unique needs of Students with Disabilities.
  11. Provide PD to support the implementation of a Multi-Tiered System of Support.

Programs and services funded in this School Plan include:

  1. ATDLE conference for 5 DIME teachers.

  2. Substitute for teachers attending conferences

  3. Restorative Justice PD

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.

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
ATDLE/RJ Conference for teachers	$3,500	Title 1
ATDLE/RJ Conference for Administrator	$1,000	Title 1
Substitutes for teacher	$4,500 $2,250	Title 1 Unrestricted Lottery

Goal 1 Action 4:   Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Provide core instructional materials
2. Provide tier 1 digital instructional curriculum for alternative programs.
3. Provide Career Technical Education curriculum, supplies, and equipment.
4. Provide curriculum development support for Visual and Performing Arts Plan.
5. Provide stipends for enrichment coordinators.
6. Provide chromebooks for digital access to the curriculum.
7. Provide centralized student information system

Programs and services funded in this School Plan include:

1. Mystery Science, Learning A-Z, Voyagers Learning, Newsela

2. Go Guardian

3. Spanish Supplemental instructional curriculum (DIME)

4. Stipends for Safety Patrol (1.0), GATE (1.0), Student Leadership (1.0); Student Council (1.0)

5. Classroom instructional materials $400 x 28 teachers

6. Blackboard Connect license

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)

Goal 1 Action 4 Strategy/Activity

	Amount(s)	Source(s)
DIME supplemental Curriculum	$2000	Unrestricted Lottery
Go Guardian	$5000	Title 1
Teacher stipends (student council, safety patrol, SST).	$6,560	Unrestricted Lottery
PE Equipment	$2000	Unrestricted Lottery
Instructional supplies for teachers DIME Books	$21,571 $4,384 $18,675	Unrestricted Lottery LCFF Title 1
Learning A-Z, Voyagers, Newsela, Mystery Science, Blackboard Connect	$4,381 $1,500	Title 1 Unrestricted Lottery

Goal 1 Action 5: Tier 2 and 3 Strategic/Intensive Academic Supports

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan
9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.

Programs and services funded in this School Plan include:

1. Hire 2 Cal-SOAP tutors to support Middle School students' path to college or career.

2. GLAD PD for teachers

3. Substitutes for teachers' Professional Development on Tier 2 and Tier 3 interventions

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.

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
Cal SOAP tutors	$5000	Title 1
GLAD Training for teachers	$5000	Title 1
Teacher substitutes	$16,860	Title 1

Goal 1 Action 6:   Development of the School Plan

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized links available in the District Level LCAP for reference include:
1. Links to all school accountability report cards.
2. Links to all school safety plans
3. Links to all school plans for student achievement
4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:

1. N/A

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.

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
Not at this time		

Goal 1 Action 7:   Basic Services and Supplies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for basic services provided through the District Level LCAP for reference include:
1. Facility maintenance and improvement projects
2. Transportation
3. Food Service
4. Maintenance and custodial costs
5. Furniture and Fixtures
6. Technology equipment

Programs and services funded in this School Plan include:

1. Field trip transportation (Science camp, discovery museum, Egyptian museum, Tech Museum).

2. Repairs and maintenance

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
Buses for field trips	$10,000	LCFF
Food services unpaid lunches	$2,000	Unrestricted lottery
Repairs and maintenance	$4,000	Unrestricted Lottery

Goal 1: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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.

In the 2018-19 year, SMG continued its practice of teaching reading in small groups and provided Tier 2 supports of reading for all students not at their expected proficiency level. One change we made in our current year from the 2017-2018 year was to implement the use of the Horizons and Reading Mastery programs,in addition to Mondo, LLI, and guided reading conducted by teachers and bilingual aides through push in and pull out instructional design. For the 2018-19 year, we have focused our support on more guided reading groups with the youngest learners. This is possible in part due to the addition of the MTSS aide that is funded for every site by the LCAP, as well as three bilingual aides paid with Title 1 funds that allow us to work with students in small groups targeting their reading level. With the addition of a district funded reading teacher for each site in 2019-20, SMG will use the F&P data to assess how we will deploy these resources to meet the learning needs of our students. With respect to math, five of our teachers participated in the Mathematical Mindsets professional development by Jo Boaler, as well as attended the monthly meetings conducted at Barrett. The goal for next school year is to increase the attendance of teachers to this trainings. The teachers in this first cohort will lead more SMG teachers to explore this work in 2019-20. While all students are gaining in math proficiency, it will be interesting to examine our data next year, to see what effects these initial changes have made for student understanding.

In addition to these trainings and Tier 2 intervention supports, SMG teachers will continue to meet three times a year and analyze writing samples in order to calibrate instruction. An additional PD and support focus will be given in the areas of the development of academic language acquisition as well as English Language instruction. A second cohort of teachers will participate in Constructing Meaning and GLAD trainings.

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

In order to support the achievement our students progress and path to college and career readiness,74% of our allocated budget for 2019-2020, $253,000, will be allocated to the multiple actions described on this plan. At this time, there are no differences anticipated for this budget.

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.

In 2019-20, the focus on professional development in math and in English Language Arts will continue. A new cohort of teachers will join a chosen in math and ELA practices, including EL strategies and writing). Teachers will dedicate three full days a year to receive training and dedicated time to analyze students' work with their grade level teams. Twice a year, teachers will meet to analyze data with their grade level an administration in order to come up with strategies to support students in achievement of grade level mastery. They will work with their team to learn or deepen teaching strategies that support growth mindset. A bigger focus will be on close monitoring of English Learners and teaching strategies that support and create academic content language. The ELA cohort, in particular will study GLAD and Constructing Meaning strategies. Teachers will continue to work with TOSA in writing professional development to find ways to increase students' ability to demonstrate their understanding of content by writing about what they have learned. Our instructional practices will include a year-long plan for professional development in the areas of need, as well as conferences, work with consultants and collaborative planning time.

Attendance is a critical factor to improve academic achievement. With a chronic absenteeism of 15% for 2011-2018, our goal is to reduce this percentage to at minimum 12% for the 2018-2019 school year. An additional funding of $68,000 will be allocated to improve attendance and educate parents on the importance of being in school on time every day.

Goal 2

Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

Identified Need

SMG has been working actively on parent engagement. For the last two years, we have provided CABE "Project to Inspire classes" to parents at our school. At this point, and based on our high participation during social events, we will like to increase the participation of parents in parenting classes that will allow them to learn more about the education processes as well as encourage them to participate in the decision making groups and teams at SMG. Our stakeholder groups have identified the need to continue active and targeted outreach to parents to connect them to SMG's academic and social emotional support system and services to their children, their families and their community.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
SSC Agenda and Minutes	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	**Parent Volunteers** # cleared through HR: **96**	**Parent Volunteers** # cleared through HR this year: 45 Total cleared volunteers: 141	Maintain consistent annual trend	Maintain consistent annual trend

Fundraising Total from Parent Organizations	**Fundraising** Total Raised: **$72,000** Total Allocated: **$65,000**	**Fundraising** Total Raised: **$115,763** Total Allocated: **$129,533**	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	**Mass Phone** Completion rate: **80%**	**Mass Phone** Completion rate: **80%**	Close gap to 100%	Close gap to 100%
Mass email completion **rates**	**Mass email** completion rate: **99%**	**Mass email** completion rate: **94%**	Close gap to 100%	Close gap to 100%
Parent monitoring percent (Aeries)	**Parent monitoring** percent accessing Aeries: **40%** with an average of **54** times per student (as of March 15).	**Parent monitoring** percent accessing Aeries: **45.6%** with an average of **81** times per student (as of March 15)	Close gap to 100%	Close gap to 100%
Parent Education program completers	**Parent Education** program completers: **5 parents CABE** Ten parents are participating on level 1 CABE parenting program	**Parent Education** program completers: **Total of 13; 5 parents CABE level 1 and 8 parents for CABE level 3.**	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service.
Parent Survey Results: English and Spanish	**5 point rubric scores on key questions from parent surveys**			
Our school encourages parent participation in decision making:	English Survey Spanish Survey 4.15 2.75	English Survey Spanish Survey 3.25 3.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school encourages parent volunteers in a variety of roles:	English Survey Spanish Survey 4.31 3.5	English Survey Spanish Survey 3.42 3.5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school makes parents feel like valued partners in education	English Survey Spanish Survey 3.77 3.75	English Survey Spanish Survey 2.92 4.5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents are satisfied with level of 2-way communication	English Survey Spanish Survey 3.62 3.25	English Survey Spanish Survey 2.58 3.5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school provides adequate monitoring	English Survey Spanish Survey 3.23 4.0	English Survey Spanish Survey 2.67 3.5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language

info for grades & attendance				
Our school is physically safe:	English Survey Spanish Survey 3.69 2.5	English Survey Spanish Survey 2.75 1.5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Ours school meets social emotional needs:	English Survey Spanish Survey 3.69 3.33	English Survey Spanish Survey 2.5 4.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language1
Our school values diversity:	English Survey Spanish Survey 3.77 3.75	English Survey Spanish Survey 3.25 4.5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents satisfied with learning environment	English Survey Spanish Survey 3.38 4.0	English Survey Spanish Survey 3.17 4.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school has a challenging curriculum	English Survey Spanish Survey 3.38 3.0	English Survey Spanish Survey 2.83 3.5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents encourage after school participation	English Survey Spanish Survey 4.15 4.5	English Survey Spanish Survey 3.42 5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents have a high knowledge of support and extended programs	English Survey Spanish Survey 3.54 3.75	English Survey Spanish Survey 2.67 3.5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school has a high variety of extended programs available.	English Survey Spanish Survey 3.46 3.75	English Survey Spanish Survey 2.58 4.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
My child likes school:	English Survey Spanish Survey 3.77 4.0	English Survey Spanish Survey 3.25 4.5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
My child feels safe at school:	English Survey Spanish Survey 3.85 4.0	English Survey Spanish Survey 3.0 4.5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Additional site specific Cafecito Back to School Night	Cafecito with the principal were held 6 times this year on Fridays. An average of 15-20 parents attended these meetings. Back to School night and Open House have been highly attended.	Cafecito with the principal were held 6 times this year on Wednesday. An average of 20 parents attended these meetings. Back to School night and Open House have been highly attended		

Open House attendance **Family Activity events** (Dads on Duty, Moms on a Mission, Father/Daughter Dance, Mom/Son glow party, Santa's Breakfast, Spring Music Program, Fun Run, Ice Cream Social, Movie Nights) Project Cornerstone, Los Dichos) Families referred to SLS (food/clothing support) CABE classes.	All of our Home and School Club after school events have been extremely successful. Movie nights are held once a month both in Spanish and in English with an average of 30 families attending. Fifteen parents are involved in our academic and enrichment programs (CABE levels 1-3). Parent Nutrition Classes had 15 parents, and Strengthening Families had an attendance of 10 parents. ESL Adult classes had an attendance of 15 parents, but it got reduced to 2 at the end due to fingerprinting requirements. Take it Personally had an attendance of 12 parents, and Mental Health Class had 15 parentes. Five of our parents graduated from our CABE, level 3, parenting classes. All our students benefit from 7 of our parent driven "Los Dichos" lessons that support or character building and assets. Eight SMG Families participated in Triple P (Positive Parenting Program) this school year. Fifteen of our families received help from Cecelia's Closet. 50-80 families receive groceries from Second Food Harvest. 10 Families (over 30 students) have received gift cards for shoes from Walking with Dignity.	All of our Home and School Club after school events have been extremely successful. Movie nights are held once a month both in Spanish and in English with an average of 40 families attending. This year, we hosted a Math Festival on a Saturday, with an attendance of 45 families. Our Discovery Family Science Night had an attendance of 96 participants. Thirteen parents are involved in our academic and enrichment programs (CABE levels 1-3). Eight graduated from level 3 and 5 completed level 1. Twenty of our families received help from Cecelia's Closet. 50-80 families receive groceries from Second Food Harvest. 48 students have received gift cards for shoes from Walking with Dignity. All our students benefit from 8 of our parent driven "Los Dichos" lessons that support or character building and assets; 5 parents volunteered for Project Cornerstone.		

Goal 2 Action 1:   Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:
1. Support a parent volunteer clearing service
2. Maintain district level advisory and support groups (DELAC, MPAC, translation and child care).
3. Provide parent LCAP consulting and advising opportunities
4. Implement district wide provisions of the Family Engagement Plan
5. Conduct Parent Engagement Survey
6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
7. Maintain a Special Education Advisory Committee

Programs and services funded in this School Plan include:

 1. Support parent volunteering in the school--budgeting for 55 new badges for parent engagement

 2. Offer a full calendar of events that are welcoming and inclusive for parents to promote their connection to the school

 3. Communicate with the SMG families about events and opportunities through phone calls, text messages, emails, and flyers.

 4. Communicate in Spanish with Spanish speaking families about events and opportunities through phone calls, text messages, emails, and flyers

 5. Showcase student work at Open House, Loteria Night, Theater performances, Santa's Breakfast, and celebrate the hard work of 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.

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
Fingerprinting Clearance to 55 volunteers	$1925	Unrestricted Lottery
Blackboard Connect	$1500	Unrestricted Lottery
Classified support for translations	$1600 $1000	Unrestricted Lottery Title 1
Babysitting	$1000	Title 1
Postage	$1475	Title 1
Administrators Cellphone	$1200	Unrestricted Lottery

Goal 2 Action 2:   Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:
  1. Maintain bilingual community liaisons at all sites.
  2. Conduct targeted outreach for parent volunteers of underrepresented students.
  3. Provide translation for district publications.
  4. Provide information for parents of immigrant students for educational services.
  5. Provide parent education opportunities such as Project to Inspire.
  6. Provide PD to staff for working with diverse students and families
  7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
  8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
  9. Conduct targeted outreach to connect families with school linked services based on need.

Programs and services funded in this School Plan include:

  1.   PD consultant on Restorative Justice

  2. Cell Phone for administrators to provide parent outreach communication

Proposed Expenditures for this Strategy/Activity.

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
Consultant Services	$6,000	Unrestricted Lottery
Fingerprinting Clearance	$1,925	Unrestricted Lottery

| Administrators Cell Phone | $1,600 | Unrestricted Lottery |

Goal 2: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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.

SMG is proud of working with its families and community partners to provide a wide variety of day and night events that allow students and families to see school as a place where they can be safe, learn, and have fun. Our mission and goal is to offer a wide variety of opportunities and events where our families and community can connect and interact with our school and district's vision. Most importantly, we want our families to learn and be involved in all academic, social, and cultural events that will prepare our population in becoming lifelong learners be ready for college and career opportunities. We work diligently with our ELAC, SSC and HSC for suggestions of things to include, modify or remove from our school's calendar. We keep records of attendance at our events and use those numbers to help us know which events are most popular and which could be replaced or modified.

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 are no major differences at this time.

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.

Any changes made on this goal will be based on the participation and data collected from the events that are planned throughout the school year. These changes can be found on the expenditures page of this SPSA as it will be modified as needed.

SMG will continue to use stakeholder input to define the program of activities and opportunities for engaging parents. The principal will meet with the president of the HSCC during the summer to modify the upcoming calendar. The principal and the HSC president will

regularly post upcoming opportunities on the SMG Facebook page, through Blackboard Connect, and weekly emails sent to all families (Spanish and English).

Due to our diverse population and our high number of homeless and foster youth students, and in order to provide equity in access to communication, SMG will continue to provide our community the same level of access for all students. Therefore, SMG will also continue to send home information in Thursday folders to ensure that all families have access to the opportunities and news from school.

Goal 3:

Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

Identified Need

SMG major goal this year is to continue reducing the percentage of suspensions as well as chronic absenteeism. We will continue to foster and provide safe and fun environment where ALL students will learn and be prepared for college and career.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
Attendance Rate:	**Month 11: 94.8%**	**Month 11: 94.8%**	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	**Chronic Absenteeism Rates:** (**Dashboard**) Overall: **11.7%** SWD **10.1%** SED: **13.7%** Foster: *** Homeless: **22.3%** EL: **11.8%** White: **16.1%** Latino: **11.2%**	**Chronic Absenteeism Rates:** (**Dashboard**) Overall: **15.7%** SWD **27.7%** SED: **19.5%** Foster: **20.0%** Homeless: **31.5%** EL: **15.5%** White: **13.6%** Latino: **16.8%**	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# Second SARB Notice --# Third SARB Notice --# Parent Conferences	**SARB Compliance:** --# First Notice: **68** --# Second Notice: **63** --# Third Notice: **13** --# Conferences: **13** --# Hearings: **0**	**SARB Compliance:** --# First Notice: 222 --# Second Notice: 142 --# Third Notice: 95 --# Conferences: **5** --# Hearings: **0**	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws

--#SARB Hearings				
Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	**Suspension Rates Dashboard** Overall: **5%** SWD: **4.4%** SED: **4.3%** Foster: *** Homeless: **4.3%** EL: **2.7%** White: **8.1%** Latino: **4.2%**	**Suspension Rates Dashboard** Overall: **8.1%** SWD: **8.3%** SED: **8.2%** Foster: *** Homeless: **10.2%** EL: **7.8%** White: **7.2%** Latino: **8.4%**	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third
Suspension Offenses: Controlled Substance Violence Weapons Behavior/Bullying	**Offenses (DataQuest):** Controlled Substance: **0** Violence/fighting: **34** Weapons: **0** Behavior/Bullying: **5**	**Offenses (DataQuest):** Controlled Substance: **1** Violence/fighting: **61** Weapons: **1** Behavior/Bullying: **5**	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	**Expulsion Rate: 0%**	**Expulsion Rate: 0%**	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	**Drop Out Rate: 0%**	**Drop Out Rate: 0%**	Maintain below state rate	Maintain below state rate
Local Student Survey	**Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined**			
I feel safe at school	**2.91**	**3.1**		
I feel safe at home	**3.67**	**3.8**		
I have a safe staff connection to talk to.	**3.25**	**3.1**		
I participate in school activities	**2.63**	**2.7**		
I am happy at school	**2.24**	**2.8**		

I am proud of my school	**3.03**	**3.1**	
My school is an outstanding school	**3.13**	**2.8**	
CA Healthy Kids Survey	**Student surveys: CHKS survey is scored as percent of students responding favorably (Grade 7)**		
High Academic Motivation	**27%**	Survey given every other year	
School has very high academic expectations	**34%**	Survey given every other year	
Experienced harassment or bullying	**33%**	Survey given every other year	
Been under the influence at school	**0%**	Survey given every other year	
High level of school connectedness	**17%**	Survey given every other year	
High level of caring staff	**22%**	Survey given every other year	
Feeling very safe at school	**61%**	Survey given every other year	
NWEA SEL survey	**Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)**		
Teacher-student caring relationship	**3.96**	NWEA discontinued survey pilot	
Peer support for learning	**3.91**	NWEA discontinued survey pilot	
Family Support for learning	**4.32**	NWEA discontinued survey pilot	
Relevance of school work	**4.10**	NWEA discontinued survey pilot	
Positive future outlook	**4.40**	NWEA discontinued survey pilot	

Intrinsic Motivation	**3.71**	NWEA discontinued survey pilot		
Students attending Extended Day:	# Attending Ext. Day: 120	# Attending Ext. Day: 88	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	**Athletics teams-** **Female: 25 Male: 25** **Soccer HSC supported plan: 60**	**Athletics teams-73** **Female: 35 Male: 38** **Soccer HSC supported plan: 30**	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	36 Staff members completed the survey	**PBIS Tiers training progress** T-1 100%, T-2 100%, T-r3 25%	Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothing) --Small Group Programs	CBO: SLS SGP: 8 (Middle School)	CBO: 60 SLS: 9/60 SGP: 10 (Middle School)		
Additional site specific: *Positive Behavior awards, positive attendance programs, participation in clubs, sports participation and awards etc.*		At SMG we constantly rewards our students with Panther Paws as the are examples of Respect, responsibility, and the ability to make good choices. In addition to this, we have daily rewards to those students who are at school and on time. We provide perfect attendance awards during our trimester awards assemblies. **Perfect Attendance Awards** this year: T1=68; T2=58; T3=70 **Clubs participation:** Expect Respect: 30 Student Council: 30 Debate Club: 15 GSA/Panther Pride: 15		

Goal 3 Action 1:   Tier 1 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:
  1. Develop and implement a K-12 service learning program
  2. Support implementation of Positive Behavior Intervention and Support at all sites.
  3. Provide liaison with School Resource Office
  4. Partner with YMCA and Project Cornerstone.
  5. Develop and implement strategies to increase student attendance.
  6. Support the development and renewal of school safety plans.
  7. Implement program for suicide awareness and prevention and Child Abuse Prevention
  8. Provide large group social emotional learning opportunities to support healthy life choices.
  9. Conduct standardized campus climate surveys at all schools.
  10. Support the development of Restorative Practices district wide.

Programs and services funded in this School Plan include:

  1. Provide data and data analysis support for needs assessment and root cause analysis as part of the comprehensive support and improvement program (Datazone and Schoolwise press).

  2. Restorative Justice Training for teachers.

  3. Community Liaison extra hours for outreach and home visits

  4. Provide health supplies to ensure students' health are addressed.

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.

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
Pay teachers sub rate for RJ training	$1,280	Title 1
Data Support: Schoolwise, Datazone	$16,410	Comprehensive support and Improvement.
Project Cornerstone Books	$1,000	LCFF
Extra Hours Community Liaison	$1,600	Unrestricted Lottery

Goal 3 Action 2:   Tier 2 and 3 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:
  1. Provide after school activity bus for disadvantaged students
  2. Provide college and career awareness through Cal-SOAP and AVID.
  3. Provide Naviance at grades 6-12.
  4. Support AVID at middle grades .
  5. Provide social emotional support and services through community based organizations.
  6. Assist sites with attendance accounting compliance and intervention for chronic absenteeism.
  7. Provide ADVENT program for foster youth
  8. Provide CARE team services tof Foster, homeless and disadvantaged students.
  9. Implement Restorative Justice as an alternative to suspension.
  10. Develop a comprehensive Foster Homeless education plan
  11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:

  * Programs included at school but funded by DO

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)**

Goal 3 Action 2 Strategy/Activity

None at this time		

Goal 3: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan.

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.

SMG is a student-centered school focused on ensuring that all of our students are learning in a safe and fun environment. We pride ourselves in knowing that we provide a wide variety of opportunities for our students to excel and feel successful. SMG provides multiple opportunities and venues for students to exercise their skills in art, theater, music, student council, Expect Respect, Safety Patrol, and after school athletics. We pride in providing a holistic approach to education, were all students can learn and be happy. During the school day and at after school activities, students have the opportunity to experiment and try new learning experience that allows them to utilize multiple intelligence skills.

The safety of our students and staff are our top most priority. We practice PBIS, Six Pillars of Character, Project Cornerstone assets, and restorative justice programs to ensure that our school climate is safe, happy, inclusive, and ensures equity.

Our wide variety of clubs allow our 4th through 8th grade students to experience and enjoy a safe place where they feel acknowledged and valued.

SMG is in the 4th year of PBIS implementation, and we will continue to implement PBIS program that will support positive reinforcement for our learners. This year, we will implement social skills classes grades K-3 with our PEI community partners. In addition to these services, we will continue to provide individual therapy sessions and parenting classes to allow students and families to receive emotional and social support.

In addition to these services and programs, SMG will work with SCCOE, CABE, and Public Health to provide nutrition and parenting classes to our community. SMG staff believes it is critical to educate the whole child and to teach students whose behavior fails to meet the school standards how to solve their student conflicts through positive and productive alternative behaviors. SMG also conducts an after school program that included tutoring and enrichment activities. In the 2019-20 year, SMG will investigate offering some additional sports and visual arts oriented activities.

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

No major differences anticipated at this time.

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.

SMG will continue to work on building and nurturing, safe, and positive climate through our PBIS, Six Pillars of Character, Los Dichos, and Project ABC. Our leadership team of staff and students will lead key initiatives and activities that will increase student engagement.

Budget Summary:

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation	Federal Title 1	CSI Funding budget tool
Allocated	$83,375	$1,521	$79,954	$35,000		$179,346	$80,000
Budgeted*	$75,785	$1,521	$79,954	$35,000		$179,346	$80,000
Spent YTD							
Encumbered							
Available	$7,590	$0	$9	$0		$0	$0

*SPSA budget by action tracker	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation	Federal Title 1	Other funding (ie grants)
Action 1.1	$22,000		$64,561				
Action 1.2						$110,675	$63,590
Action 1.3	$2,250					$9,000	
Action 1.4	$23,260		$4,384			$28,056	
Action 1.5						$26,860	
Action 1.6							
Action 1.7	$9,000		$10,000				
Action 2.1	$8,150					$3,475	
Action 2.2	$9,525						
Action 3.1	$1,600		$1,000			$1,280	$16,410
Action 3.2							

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).

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 179,346
Total Federal Funds Provided to the School from the LEA for CSI	$ 80,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 259,346

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 1	$ 179,346
CSI (estimate for one year, pending final allocation)	$ 80,000
Subtotal of additional federal funds included for this school:	$ 259,346

State or Local Programs	Allocation ($)
Unrestricted Lottery (including secondary extra-curricular)	$ 84,896
LCFF Supplemental (including extended day)	$ 114,954
Live Oak Foundation Grant (% TBD, estimated $14,000	$ TBD
Subtotal of state or local funds included for this school	$ 199,850

Total of federal, state, and/or local funds for this school: $ 459,196

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Zach Hayes	Parents	zacharydhayes@mhusd.org	5/22/19
2. James Aguilera	Parents	jamesaguilera@yahoo.com	
3. Amy Anderson	Teachers	andersona@mhusd.org	
4. Claudia Olaciregui	Administration	olacireguic@mhusd.org	
5. Candy Barajas	ELAC	july3791@gmail.com	
6. Nancy Jackson	Classified	jacksonn@mhusd.org	

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	1	1	3	0

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:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
   Parent Stakeholder Groups
      Home and School Club
      School Site Council
      Special Education
      Gifted and Talented
      Foster, homeless, disadvantaged
      English Language Advisory Committee
      Student Stakeholder Groups

4. 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.

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

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Claudia Olaciregui   _____   **5/22/19**

School Principal   Signature of School Principal   Date

James Aguilera   _____   **5/22/19**

SSC Official   Signature of SSC Official   Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval an board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
    Parent Stakeholder Groups
        Home and School Club
        School Site Council
        Special Education
        Gifted and Talented
        Foster, homeless, disadvantaged
        English Language Advisory Committee
        Student Stakeholder Groups

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

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

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Claudia Olaciregui
School Principal

_____
Signature of School Principal

5/22/19
Date

James Aguilera
SSC Official

_____
Signature of SSC Official

5/22/19
Date

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: Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II.   The SPSA shall include the following:

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

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

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

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

      b. use methods and instructional strategies that:

        i.   strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019