School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Juan De Anza Elementary School
Address	12110 Hindry Ave. Hawthorne, CA 90250
County-District-School (CDS) Code	19651696023808
Principal	Alberto Paredes
District Name	Wiseburn Unified School District
SPSA Revision Date	September 25, 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	January 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

We, at Juan de Anza Elementary, believe that everyone is someone special. We provide a safe, supportive and enriching environment where all our students can develop a positive self-image, achieve academic excellence, and become responsible citizens.

School Profile

Juan de Anza Elementary School, a place where everyone is someone special: For more than a decade, this motto has been the rallying point for our entire community in the creation of the truly exceptional educational experience that is afforded to our students. Anza, a TK-5 elementary school, is located in the Wiseburn Unified School District in an unincorporated area of Los Angeles County adjacent to the city of Hawthorne. Wiseburn successfully became a unified school district on July 1, 2014. The Wiseburn Unified School District, located just a few miles southeast of the Los Angeles International Airport, was established in 1896 and remains one of the last small school districts in Los Angeles County.

Anza maintains a diverse student population of over 580 students. In 2014-15 class sizes for grades K-3 were reduced to an average of 24 students per teacher. Anza continues to maintain this ratio in grades TK-3. Wiseburn Unified School District welcomes students on inter-district permits. The natural diversity of students evident at Anza is one of the greatest strengths of the school. Our school brings together students from many backgrounds and cultures. Our diversity is the foundation of our core belief that every child can learn and be successful at Anza School. Our school building exemplifies the community's commitment to providing a safe and quality learning experience for all students.

There are a variety of reasons why Juan de Anza School is unique and successful. Our staff is committed to providing a very challenging curriculum within a highly nurturing environment. We are all committed to preparing our students to take their place within an ever-changing global society by providing them with a content-engaging curriculum which stresses thinking and developing meaning. Knowing that our students need requisite skills to take their place in the information age, we have designed a curriculum that encourages our students to think creatively, to strengthen their communication skills, to problem solve, and to work together in a variety of collaborative structures, applying and connecting their learning with real-life situations.

Teachers and students work hard both in and out of the classrooms to ensure future success. We believe our students should be creative thinkers who are able to use available resources and technology to solve any problems which they encounter. Teachers are guiding our students as they use their iPads and/or Chromebooks to enhance their learning. In addition to a strong, highly academic, and standards-based curriculum, we have various programs that meet the needs of students. Some of the programs include Project Lead the Way (PLTW) and Gifted and Talented Education (GATE). In addition to these programs we provide music, art, and drama classes that are available to students. We are proud to be recognized as an Honor Roll School by the Educational Results Partnership (ERP) in 2017, and in 2018. Being a student at Juan de Anza means becoming part of a special community where teachers, staff, and parents are dedicated to improving student achievement and nurturing responsible citizens.

The Anza staff believes that all students can learn and use student data as both a performance indicator and as a guide to for instructional decision making. The staff utilizes a rigorous TK – 5 curriculum, instructional materials, and instructional practices that are aligned to the California State Standards. Teachers provide students with challenging lessons and multiple opportunities to think critically and demonstrate their learning in a variety of ways. At staff meetings and grade level meetings, teachers review local and state assessments to determine the effectiveness of our instructional program and to identify areas of strength and areas for improvement. We use a multi-tier system of support (MTSS) to help ensure student success. Multiple measures are used to identify students needing intervention. Anza uses data, accessed through multiple measures such as PowerSchool, Schoolzilla, Literably, Lexia, and Accelerated Reader for measuring student progress. This allows for development of appropriate instruction and school wide academic interventions and enrichment opportunities such as English Language Arts (ELA) and Math Interventions. The emergent California State Standards, Next Generation Science Standards (NGSS) are the new foundation for rigorous and non-repetitive curriculum and instruction. The impact of analyzing data is demonstrated by the growth in State testing outcomes between 2015 and 2018. Overall, students "meeting" or "exceeding" the standards, as measured by CAASPP, show an increase of 10% in both Mathematics and English Language Arts.

The Anza community of teachers, parents, students, and staff are all committed to providing a positive and safe environment. Anza Eagles are scholars, outstanding citizens, accountable, and above all respectful (S.O.A.R.). SOAR was developed as part of our schoolwide positive behavior support system. SOAR encourages the positive character traits of honesty, respect, accountability, objectivity, kindness, and outstanding citizenship. SOAR slips are used to

recognize students that have exemplified expectations. In addition, school wide challenges like the Kindness Challenge and Character Challenge are opportunities that allow students to demonstrate their compassionate side. Having a full-time counselor has also positively impacted students. The counselor supports the development of students' social skills, problem solving skills, boundaries setting, sportsmanship and other interpersonal skills.

In 2017, Anza was designated a Title I school (a federal program that provides funds to work with educationally disadvantaged students based on free and reduced lunch count). Title I funding is allocated to employ staff and to purchase materials dedicated to providing interventions for students needing extra support in both Language Arts and math.

The Anza community believes that Juan de Anza Elementary School, is a place where everyone is someone special and recognizes that all students can and want to learn.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The stakeholders involved in developing the SPSA include the School Site Council (SSC), PTA, students, teachers and other committees. The SSC meets multiple times to review LCAP goals, provide valuable input, make suggestions, develop, and modify the Single Plan for Student Achievement (SPSA).

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	%	0.35%	0		2
African American	18.1%	%	18.82%	109		108
Asian	3.3%	%	4.01%	20		23
Filipino	1.0%	%	1.05%	6		6
Hispanic/Latino	58.4%	%	54.53%	352		313
Pacific Islander	1.3%	%	1.39%	8		8
White	11.0%	%	12.89%	66		74
Multiple/No Response	7.0%	%	0%	42		0
			Total Enrollment	603		574

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			106
Grade 1			94
Grade 2			90
Grade3			98
Grade 4			92
Grade 5			94
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment			574

Conclusions based on this data:

1. TK enrollment is included with kindergarten data. There are currently 16 TK students enrolled.

2. Anza is able to maintain enrollment of students at an average of 97 students per grade level.

3. Race/ethnicity data indicates that close to 55% of our student population is Hispanic/Latino.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	98	96	98	94	95	96	94	95	96	95.9	99	98
Grade 4	106	90	94	102	90	92	102	90	92	96.2	100	97.9
Grade 5	113	102	95	111	102	95	111	102	95	98.2	100	100
All Grades	317	288	287	307	287	283	307	287	283	96.8	99.7	98.6

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2449.	2446.	2458.	24	27.37	25.00	44	28.42	39.58	21	35.79	28.13	11	8.42	7.29
Grade 4	2491.	2488.	2499.	27	32.22	31.52	34	27.78	25.00	24	26.67	35.87	15	13.33	7.61
Grade 5	2539.	2523.	2554.	27	20.59	36.84	42	38.24	44.21	18	26.47	14.74	13	14.71	4.21
All Grades	N/A	N/A	N/A	26	26.48	31.10	40	31.71	36.40	21	29.62	26.15	13	12.20	6.36

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	27.37	28.13	61	56.84	65.63	15	15.79	6.25
Grade 4	21	26.67	32.61	65	60.00	54.35	15	13.33	13.04
Grade 5	32	29.41	40.00	52	50.00	52.63	15	20.59	7.37
All Grades	26	27.87	33.57	59	55.40	57.60	15	16.72	8.83

	Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	24.21	26.04	61	61.05	60.42	17	14.74	13.54
Grade 4	32	38.89	29.35	59	47.78	59.78	9	13.33	10.87
Grade 5	41	36.27	50.53	49	49.02	44.21	10	14.71	5.26
All Grades	33	33.10	35.34	56	52.61	54.77	12	14.29	9.89

Listing Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	26.32	25.00	64	63.16	69.79	5	10.53	5.21
Grade 4	14	18.89	33.70	79	71.11	60.87	7	10.00	5.43
Grade 5	22	26.47	23.16	67	66.67	69.47	12	6.86	7.37
All Grades	22	24.04	27.21	70	66.90	66.78	8	9.06	6.01

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	20.00	31.25	64	68.42	58.33	14	11.58	10.42
Grade 4	25	25.56	30.43	63	60.00	58.70	12	14.44	10.87
Grade 5	50	29.41	43.16	43	61.76	52.63	7	8.82	4.21
All Grades	33	25.09	34.98	56	63.41	56.54	11	11.50	8.48

Conclusions based on this data:

1. Anza students had growth in multiple areas of Language Arts with 67% of students meeting or exceeding the standards. This is a 5% increase from last year.

2. Areas of student show growth are Reading Comprehension and Listening. However, there is a decrease in Listening/Demonstrating effective communication skills from 4th grade to 5th.

3. There was an increase of students meeting, exceeding and nearly meeting standards in the area of Research and Inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	98	96	98	94	95	96	94	95	96	95.9	99	98
Grade 4	107	90	94	103	90	92	103	90	92	96.3	100	97.9
Grade 5	113	102	95	111	102	95	111	102	95	98.2	100	100
All Grades	318	288	287	308	287	283	308	287	283	96.9	99.7	98.6

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2443.	2446.	2446.	12	13.68	16.67	46	45.26	37.50	36	35.79	35.42	6	5.26	10.42
Grade 4	2472.	2477.	2495.	8	14.44	17.39	34	31.11	38.04	47	40.00	38.04	12	14.44	6.52
Grade 5	2509.	2504.	2510.	18	13.73	18.95	23	22.54	21.05	39	40.20	38.95	20	23.53	21.05
All Grades	N/A	N/A	N/A	13	13.94	17.67	34	32.75	32.16	41	38.68	37.46	13	14.63	12.72

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	28.42	23.96	63	63.16	57.29	18	8.42	18.75
Grade 4	13	26.67	31.52	49	48.89	47.83	39	24.44	20.65
Grade 5	16	15.69	26.32	41	43.14	32.63	42	41.18	41.05
All Grades	16	23.34	27.21	50	51.57	45.94	34	25.09	26.86

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	25.26	28.13	60	61.05	54.17	11	13.68	17.71
Grade 4	18	22.22	25.00	61	61.11	61.96	20	16.67	13.04
Grade 5	21	18.63	20.00	50	59.80	55.79	30	21.57	24.21
All Grades	23	21.95	24.38	56	60.63	57.24	21	17.42	18.37

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	18.95	21.88	63	67.37	67.71	12	13.68	10.42
Grade 4	20	26.67	23.91	61	46.67	63.04	18	26.67	13.04
Grade 5	22	14.71	20.00	55	57.84	61.05	23	27.45	18.95
All Grades	22	19.86	21.91	59	57.49	63.96	18	22.65	14.13

The table above is titled:

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Conclusions based on this data:

1. Anza students had growth in multiple areas of Math. 50% of students are meeting or exceeding the standards. This is a 4% increase from last year.

2. Communicating Reasoning/Demonstrating ability to support mathematical conclusions is the domain with the most steady growth.

3. Concepts & Procedures is the domain needing the most support.

School and Student Performance Data

ELPAC Results

<table>
<tr><td colspan="5">2017-18 Summative Assessment Data
Number of Students and Mean Scale Scores for All Students</td></tr>
<tr><td>Grade Level</td><td>Overall</td><td>Oral Language</td><td>Written Language</td><td>Number of Students Tested</td></tr>
<tr><td>Grade K</td><td>1460.5</td><td>1462.6</td><td>1455.0</td><td>13</td></tr>
<tr><td>Grade 1</td><td>1498.4</td><td>1504.5</td><td>1491.6</td><td>15</td></tr>
<tr><td>Grade 2</td><td>1524.3</td><td>1516.0</td><td>1532.2</td><td>17</td></tr>
<tr><td>Grade 3</td><td>1538.4</td><td>1537.3</td><td>1539.0</td><td>19</td></tr>
<tr><td>Grade 4</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>Grade 5</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>All Grades</td><td></td><td></td><td></td><td>75</td></tr>
</table>

<table>
<tr><td colspan="10">Overall Language
Number and Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="2">Level 4</td><td colspan="2">Level 3</td><td colspan="2">Level 2</td><td colspan="2">Level 1</td><td rowspan="2">Total Number of Students</td></tr>
<tr><td>#</td><td>%</td><td>#</td><td>%</td><td>#</td><td>%</td><td>#</td><td>%</td></tr>
<tr><td>Grade K</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td><td>13</td></tr>
<tr><td>Grade 1</td><td>11</td><td>73.33</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td><td>15</td></tr>
<tr><td>Grade 2</td><td>17</td><td>100.00</td><td></td><td></td><td></td><td></td><td></td><td></td><td>17</td></tr>
<tr><td>Grade 3</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>19</td></tr>
<tr><td>Grade 4</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td><td>*</td></tr>
<tr><td>Grade 5</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>All Grades</td><td>49</td><td>65.33</td><td>18</td><td>24.00</td><td>*</td><td>*</td><td>*</td><td>*</td><td>75</td></tr>
</table>

<table>
<tr><td colspan="10">Oral Language
Number and Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="2">Level 4</td><td colspan="2">Level 3</td><td colspan="2">Level 2</td><td colspan="2">Level 1</td><td rowspan="2">Total Number of Students</td></tr>
<tr><td>#</td><td>%</td><td>#</td><td>%</td><td>#</td><td>%</td><td>#</td><td>%</td></tr>
<tr><td>Grade K</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td><td>13</td></tr>
<tr><td>Grade 1</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td><td>15</td></tr>
<tr><td>Grade 2</td><td>16</td><td>94.12</td><td>*</td><td>*</td><td></td><td></td><td></td><td></td><td>17</td></tr>
<tr><td>Grade 3</td><td>11</td><td>57.89</td><td>*</td><td>*</td><td></td><td></td><td>*</td><td>*</td><td>19</td></tr>
<tr><td>Grade 4</td><td>*</td><td>*</td><td></td><td></td><td>*</td><td>*</td><td></td><td></td><td>*</td></tr>
<tr><td>Grade 5</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>All Grades</td><td>49</td><td>65.33</td><td>18</td><td>24.00</td><td>*</td><td>*</td><td>*</td><td>*</td><td>75</td></tr>
</table>

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			13
Grade 1	*	*	*	*	*	*			15
Grade 2	14	82.35	*	*					17
Grade 3	*	*	*	*	*	*			19
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	39	52.00	26	34.67	*	*	*	*	75

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	12	92.31	*	*			13
Grade 1	11	73.33	*	*			15
Grade 2	15	88.24	*	*			17
Grade 3	*	*	*	*	*	*	19
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	53	70.67	19	25.33	*	*	75

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			13
Grade 1	*	*	*	*			15
Grade 2	13	76.47	*	*			17
Grade 3	16	84.21	*	*			19
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	47	62.67	27	36.00	*	*	75

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			13
Grade 1	*	*	*	*			15
Grade 2	15	88.24	*	*			17
Grade 3	*	*	13	68.42	*	*	19
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
All Grades	36	48.00	33	44.00	*	*	75

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			13
Grade 1	*	*	*	*			15
Grade 2	11	64.71	*	*			17
Grade 3	14	73.68	*	*			19
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	47	62.67	27	36.00	*	*	75

Conclusions based on this data:

1. 65% of English Language Learners demonstrated an overall proficiency level of 4.

2. ELPAC scores indicate the Listening Domain is an area of strength for Anza English Language Learners.

3. ELPAC scores indicate that the Reading Domain is an area needing more support for 44% of English Language Learners.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
574	**40.8%**	**13.6%**	**0.3%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	78	13.6%
Foster Youth	2	0.3%
Homeless	1	0.2%
Socioeconomically Disadvantaged	234	40.8%
Students with Disabilities	49	8.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	108	18.8%
American Indian	2	0.3%
Asian	23	4.0%
Filipino	6	1.0%
Hispanic	313	54.5%
Two or More Races	40	7.0%
Pacific Islander	8	1.4%
White	74	12.9%

Conclusions based on this data:

1. With 55% of the student population, Hispanic students are the most populated subgroup,

2. English Learners represent nearly 17% of the student population.

3. Socioeconomically disadvantaged students represent 41% of the student population.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. With a growth of 16.4 %, English Language arts increased significantly.

2. With a growth of 7%, Mathematics is green.

3. Chronic absenteeism and suspension rates are both yellow. This is due to a slight increase of 1-1.5%.
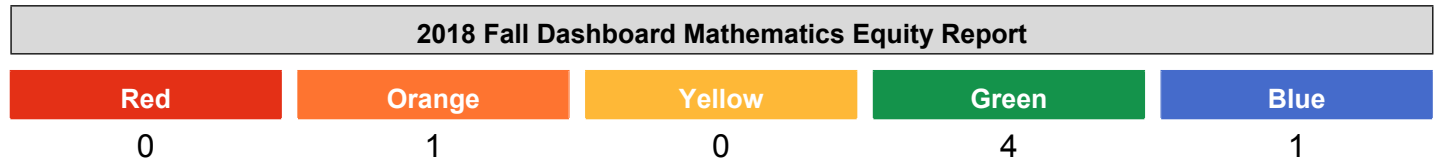
School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	4

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

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

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
34.4 points above standard	20.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 16.4 points	Increased 27.1 points	2 students
278 students	51 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Green
0 Students	22 points above standard	3.2 points below standard
	Increased 20 points	Increased 11.5 points
	113 students	35 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	No Performance Color	No Performance Color	No Performance Color
29.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased 32.7 points	1 students	8 students	2 students
52 students			

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Blue
28.5 points above standard	48.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	56.3 points above standard
Increased 11.6 points	Increased 10.1 points	5 students	Increased 7.4 points
162 students	15 students		33 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8.4 points above standard	34.3 points above standard	36.3 points above standard
Increased 76.8 points	Increased 21.9 points	Increased 17.6 points
28 students	23 students	196 students

Conclusions based on this data:

1. Over all, Anza students are 34.4% above the state average.

2. All subgroups showed an increase in performance. All subgroups are in the blue or green categories.

3. Current English Learners increased 76.8 points.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	4	1

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
0.4 points above standard	22.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 7 points	Increased 7.4 points	
278 students	51 students	2 students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
0 Students	17.3 points below standard	33.1 points below standard
	Increased 5.7 points	Declined -4.9 points
	113 students	35 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	No Performance Color	No Performance Color	No Performance Color
0.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased			
17.8 points	1 students	8 students	2 students
52 students			

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
9 points below standard	19.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	22.3 points above standard
Increased 3.2 points	Increased 4 points		Increased 4.4 points
162 students	15 students	5 students	33 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
27.6 points below standard	17.2 points below standard	4 points above standard
Increased	Maintained -2.2 points	Increased 8 points
51.3 points		
28 students	23 students	196 students

Conclusions based on this data:

1. Current English Learners increased 51.3 points.

2. Socioeconomically disadvantaged students increased 5.7 in achievement in math.

3. All subgroups with the exception of student with disabilities showed an increase.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
75	65.3%	24%	8%	2.7%

Conclusions based on this data:

1. Reclassified English Learners increased significantly in their levels of proficiency on the ELA CAASPP assessment; 21.9%

2. 24% of English Learners earned a Level 3 proficiency on the 2018 ELPAC.

3. 65% of English Learners earned a Level 4 proficiency on the 2018 ELPAC.

School and Student Performance Data

Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

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

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	3
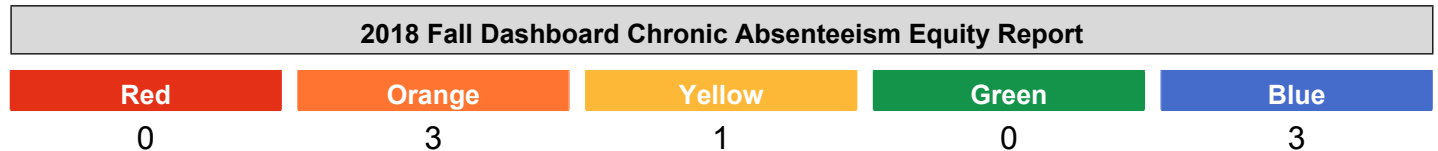
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
3.6% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.6%	Maintained 0%	2 students
583 students	75 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	6.3% chronically absent	3.5% chronically absent
1 students	Increased 3.9%	Increased 1.8%
	240 students	57 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
5.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 3.7%	2 students	Maintained 0%	6 students
109 students		24 students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Orange
1.6% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	6.6% chronically absent
Maintained 0.1%	Declined 2.3%	8 students	Increased 1%
317 students	41 students		76 students

Conclusions based on this data:

1. Overall, 96.4% of Anza students have regular attendance.

2. Overall, chronic absenteeism increased by 1.6%.

3. The subgroups with the highest rates of chronic absenteeism are White, African American, and Socioeconomically Disadvantaged.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018

**Conclusions based on this data:**

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	1	0	1
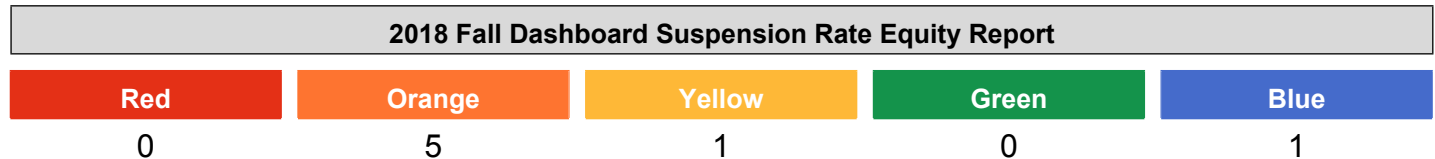
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
1% suspended at least once	1.3% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Increased 1%	Increased 1.3%	2 students
594 students	79 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	1.2% suspended at least once	3.4% suspended at least once
1 students	Increased 1.2%	Increased 3.4%
	247 students	59 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
1.8% suspended at least once	Less than 11 Students - Data 2 students	0% suspended at least once	Less than 11 Students - Data 6 students
Increased 1.8%		Maintained 0%	
111 students		24 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue	No Performance Color	Orange
0.9% suspended at least once	0% suspended at least once	Less than 11 Students - Data 8 students	1.3% suspended at least once
Increased 0.9%	Maintained 0%		Increased 1.3%
322 students	42 students		79 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.2% suspended at least once	0% suspended at least once	1% suspended at least once

Conclusions based on this data:

1. Overall, their was an increase in suspensions from 0 to 1%; 7 out of 594 students were suspended at least once.

2. Suspension rates increased from 0% to 3.4% for students with disabilities; this is 1 out 59 students in this subgroup.

3. Positive Behavior Support is supporting all students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Conditions of Learning

Goal Statement

Provide equitable conditions of learning to all students through safe and secure campuses, access to highly qualified teachers and required materials, and programs and courses that ensure students are college and career ready.

LCAP Goal

Goal 1; Goal 2; Goal 3

Basis for this Goal

SARC Facilities Review Outcomes; Assignment Monitoring is done every four years by LACOE and reported to CTC

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual overall rating of 'good' or 'exemplary' on 100% of the district school SARC facilities repair reports	Annual overall rating of 'good' or 'exemplary' on 100% of the district school SARC facilities repair reports	Will continue to maintain an annual overall rating of 'good' or 'exemplary' on 100% of the district school SARC facilities repair reports.
100% of teachers will be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports.	100% of teachers are fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports.	Will continue to have 100% of teachers are fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports.
100% of students have access to instructional materials in print or electronic formats as reported in site SARC reports.	100% of students have access to instructional materials in print or electronic formats as reported in site SARC reports.	Will continue to provide100% of students have access to instructional materials in print or electronic formats as reported in site SARC reports.

Planned Strategies/Activities

Strategy/Activity 1

Custodial staff will complete daily/weekly/monthly tasks as outlined in district approved job descriptions. Custodial staff, district maintenance crew, and office staff will consult regularly to address facility issues and concerns.

Students to be Served by this Strategy/Activity

All students (100%) and staff are impacted.

Timeline

August 2018 - June 2019

Person(s) Responsible

Principal,
Custodians-Day, Night 1 & 2
District Maintenance Supervisor
School Secretary

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

100% of teachers will be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports. We will continue to ensure all teachers are credentialed properly for their assigned positions and receiving necessary training required.

Students to be Served by this Strategy/Activity

All Students (100%) impacted.

Timeline

August 2018 - June 2019

Person(s) Responsible

Principal, Director of Human Resources

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Will continue to provide all students access to all the instructional materials in print or electronic formats as reported in the SARC report.

Students to be Served by this Strategy/Activity

All Students (100%) impacted.

Timeline

August 2018 - June 2019

Person(s) Responsible

Principal, Director of Education Services

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Pupil Outcomes

Goal Statement

Develop college and career readiness for 100% of students through the implementation of California State Standards at each grade level.

Students will show continued growth on proficiency levels in English Language Arts and Math and be provided with an educational program that addresses the needs of the whole child. English Learners will show progress and proficiency in English Language Arts that is reflective of the progress of all students in the Wiseburn Unified School District. Socioeconomically disadvantaged students and students in foster care will show academic growth at levels commensurate with the overall student population.

LCAP Goal

Goal 4; Goal 6; Goal 7; Goal 8

Basis for this Goal

Annual district CAASPP Summative Assessment results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual CAASPP summative assessment results in English Language Arts.	2018 CAASPP results reveal 67% of students showed proficiency in Languages Arts.	Increase CAASPP baseline score of 67% Standard Met or Exceeded to 69% Standard Met or Exceeded in English Language Arts.
Annual CAASPP summative assessment results in in Mathematics.	2018 CAASPP results reveal 50% of students showed proficiency in Math.	Increase CAASPP baseline score of 50% Standard Met or Exceeded to 55% Standard Met or Exceeded in Math.
Annual California Dashboard 2017 Distance from "Standard Met" (DF3) change average for SES students in English Language Arts will indicate a positive or neutral result.	Annual California Dashboard 2018 Distance from "Standard Met" change average for SES students show a Language Arts indicator of 16.4 (Increased).	Annual California Dashboard 2018 Distance from "Standard Met" change average for SES students in Language Arts will indicate a positive or neutral result.
Annual California Dashboard 2017 Distance from "Standard Met" (DF3) change average for SES students in	Annual California Dashboard 2018 Distance from "Standard Met" change average for SES students show a positive	Annual California Dashboard 2018 Distance from "Standard Met" change average for SES students in Mathematics

Metric/Indicator	Baseline	Expected Outcome
Mathematics will indicate a positive or neutral result.	Mathematics indicator of 7 (Increased).	will indicate a positive or neutral result.
Decrease achievement gap on CAASPP assessments for English Learners and English Only student populations by 3% in English Language Arts	2018 CAASPP results reveal 63% of English Learners showed proficiency in English Language Arts (4% gap).	Decrease achievement gap on CAASPP assessments for English Learners and English Only student populations by 3% in English Language Arts

Planned Strategies/Activities

Strategy/Activity 1

Math Support:
Under the supervision of the principal, intervention teacher, and instructional aides, identified students will receive intervention/support after school for one hour, four times per week. Teachers will monitor student progress using using ST Math and grade-level assessments. During this time, students will use ST Math for 30 minutes and receive 30 minutes of individualized support. Teachers will also use this data to provide additional support as needed.

Identified students in grades 3-5 needing additional support on basic multiplication facts will be invited to participate in a lunch bunch activity once per week. During this time, students will use BigBrainz. BigBrainz is a software program designed to help students understand basic math facts in an enjoyable manner. Progress will be monitored using BigBrainz reports and classroom assessments.

Students to be Served by this Strategy/Activity

Identified students needing additional math support.

Timeline

8/28/18 - 6/30/19

Person(s) Responsible

Principal, FRAT, Grade level Leaders, Math Club Aide, Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries
Description	A math lunch club to work on basic multiplication facts for 3-5th grade. Implement BigBrainz for intervention and progress monitoring.
Amount	9,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Under the supervision of both the intervention teacher and principal, aide will provide support and monitor students in the computer lab as they utilize software programs that will increase and enhance students' conceptual understanding of math.

Strategy/Activity 2

All students have access to ST Math at school with the option to use it off-campus. Created by MIND Research Institute, ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June 2019

Person(s) Responsible

Teachers, Tech aides

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ST Math

Strategy/Activity 3

School-wide implementation of the Accelerated Reader Program as both a universal screening tool and a reading intervention for all students. Students are provided with approximately 60 minutes a week of sustained silent reading as supported by AR testing and library check out of AR leveled books. Outcomes of STAR testing and AR progress toward goals is reported via student report cards and is monitored by students teachers. AR progress is used to determine placement in intervention program. STAR Baseline Tests are administered 4 times per year.

Students to be Served by this Strategy/Activity

Students in grades 1-5

Timeline

August 2018-June 2019

Person(s) Responsible

Teachers, Tech aide, Librarian, Intervention Teachers, and Principal

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Accelerated Reader Program

Strategy/Activity 4

Continuous Professional Development and resources for teachers using Cognitively Guided Instruction.

Students have an intuitive understanding of math. Using CGI helps teachers better understand how students think about math in order to support student learning during instruction. The Wiseburn Unified School District has ensured that all teachers have received CGI training. To continue progress funding has been set aside to provide teachers 3.5 lab days (release days) to discuss best practices in math. During these lab days, teachers will continue to increase their understanding of CGI Math. During this time teachers will plan, observe, and reflect on a lesson together. The initial lab day will be under the guidance of Nick Johnson, CGI consultant. Teachers will be released for 1/2 the school day. The other three will be guided by the math TOSA. During these lab days teachers will review math standards, current math data and practices. Teachers will then plan a lesson, teach the lesson, observe, and reflect. Teachers will then determine next steps and plan accordingly. The goals of these lab days are to engage teachers in learning about the development of children's mathematical thinking and to support the implementation of instructional tasks and practices that recognize and build from children's intuitive mathematical understanding. This will in turn lead to increased student mathematical thinking and achievement, and increased teacher knowledge of the development of children's intuitive mathematical thinking.

Additional PD and collaboration time will be provided once per month during Teacher Collaboration Time (TCT). Teachers will use this time to extend their professional learning time. Nick Johnson will continue to provide staff content knowledge expertise in the area of Mathematics and grade level standards.

Students to be Served by this Strategy/Activity

All students

Timeline

8/28/18 - 6/30/19

Person(s) Responsible

Principal, Math Mentor, all Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6,250
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Professional Development and resources for teachers using Cognitively Guided Instruction

Amount	3,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide support materials and substitute teachers to release teachers on lab days.

Amount	8,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Teachers are paid an additional hour one time/month for TCT meetings.
Amount	7,500
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Nick Johnson supports teachers at all grade levels in developing students problem-solving strategies and critical thinking skills,as well as, supporting teachers in their understanding of the Standard for Mathematical Practices. His support provides teachers with resources and tools to address math standards strategically and utilize Cognitively Guided Instruction to develop a responsive and engaged classroom learning environment.
Amount	11,238
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials used by students and teachers during math.

Strategy/Activity 5

Provide targeted intervention for students before school, during school and after school to identified students.

The RTI team and grade level teams will recommend students for intervention using AR STAR, CAASPP, Literably, and other appropriate screeners. Identified students will receive targeted intervention from a certificated teacher either before school, during school, or after school for an 8-10 week period. Students will be assessed both at the beginning and end of the intervention period. Students needing additional support may remain in intervention. The school counselor will also monitor student progress and consult with teachers to determine if other supports are needed. In addition to RAZ, intervention teachers will use various resources to support student learning. Some of the resources include SIPPS, Lexia, and Wonders.

Students to be Served by this Strategy/Activity

Students identified as needing extra support in Language Arts

Timeline

8/28/18 - 6/30/19

Person(s) Responsible

RTI Teacher, Principal, District Intervention Coordinator, Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	60,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Small Group Intervention before school, during school, and after school.
Amount	1,985

Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) is a research-based program that has been proven to show significant gains among struggling readers. We would like to incorporate SIPPS into our intervention program at Anza to have a systematic program for teaching phonemic awareness and sight words. We will be using this program primarily with our identified Kinder through 2nd grade students, but it will also be an excellent resource for students of all grades who are struggling with decoding.

Strategy/Activity 6

GATE Support Program

The GATE program begins with identification of students via a district GATE review. Once identified, students are invited to participate in a weekly enrichment program held in the spring. Facilitated by STAR education, GATE students learn about coding, technology application building and more. PLTW continually offers enrichment opportunities in early engineering challenges beyond the school day to support GATE students.

Students to be Served by this Strategy/Activity

Identified GATE students.

Timeline

October 2018 - June 2019

Person(s) Responsible

Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Cost reflective of fee for STAR Program.

Strategy/Activity 7

CAASP and other data will be used to inform instruction.

Teachers will be paid at the hourly rate, or request a 1/2 day substitute to review review student CAASPP and IAB data. During this time teachers will collaborate, analyze student CAASPP data, and review standards in the areas of Language Arts and Math. Teachers will set instructional goals and plan lessons to support students.

Students to be Served by this Strategy/Activity

All students in grades 3-5

Timeline

1/1/2018 - 12/31/2018

Person(s) Responsible

Teachers, Math TOSA, Tech TOSA, FRAT, Principal, District Intervention Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers will be hired to release teachers.

Strategy/Activity 8

Professional Development for Teachers.

Students will have access to interactive, hands-on activities to support the Next Generation Science Standards. During the current school year teachers are receiving Professional Development support through UCLA Center X to understand and unpack the Next Generation Science Standards. In addition, site based funds have been utilized to purchase the Mystery Science program to assist in implementing NGSS in the classrooms. Mystery Science provides students and teachers with hands-on, engaging lessons that make the standards come to life.

Teachers will also have the opportunity to participate in district approved professional development in the following areas; Language Arts, Math, and NGSS.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

Teachers, Principal, and other staff needing Professional Development

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funding will be allocated to pay for professional development, substitutes, and travel expenses for teachers to attend professional development in math, language arts, and/or NGSS.

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Mystery Science interactive, hands-on program to support implementation of Next Generation Science Standards.

Amount	2,900
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	District funding to support implementation of NGSS and provide teachers with resources to support the standards in their classroom.

Amount	8,500
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development to support NGSS implementation through UCLA Center X.

Strategy/Activity 9

District-wide ELD Program

Continue to lengthen the instructional day for English Language Learners (ELLs) to provide time for direct English Language Development (ELD) instruction without those students losing instructional time during their regular school day.This will be accomplished by extending students' instructional minutes with before/after school sessions by scheduling ELD instruction during Early Bird/Late Bird split reading times four days a week, essentially making the ELD students both an early and late bird. This plan is a part of the overall district English Learner Initiative. ELD teachers work with classroom teachers and aides to create a schedule to support ELLs with ELD either before or after their school day.

ELD teacher and classroom teachers maintain ongoing communication to match the ELD instruction to English Language Arts pacing and math vocabulary to preview and review skills being taught in the classroom.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

8/28/18-6/30/19

Person(s) Responsible

Principal, ELD Teacher, ELD Instructional Aides, Leadership Team, Classroom Teachers, Instructional Aides

Proposed Expenditures for this Strategy/Activity

Amount	120,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	A Credentialed teacher will provide English Language Learners both integrated and designated support.

Amount	40,000
Source	LCFF - Supplemental

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Under the direction of the ELD teacher, instructional aides will provide English Language Learners both integrated and designated support.

Strategy/Activity 10

Development of a Clearly defined Multi Tiered Support System - MTSS
A team consisting of multiple stake-holders will work together to define the various systems of support currently available. The team members include both site and district level personnel. The team will meet regularly not only to review existing programs, but to determine areas of need. After the team completes the audit, the team will work with school staff to develop a plan to address areas lacking support.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June 2019

Person(s) Responsible

MTSS Team

Proposed Expenditures for this Strategy/Activity

Amount	42,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	MTSS Specialist 40%

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Engagement

Goal Statement

Increase parent participation in school activities and committees and ensure students feel safe and engaged while at school.

LCAP Goal

Goal 3; Goal 5; Goal 7; Goal 8; Goal 9; Goal 10

Basis for this Goal

Grow parent participation in school activities and committees; lower school suspension/expulsion rates and increase overall student attendance levels.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance rates remained above 96%.	Attendance rates remained above 96% during the 2017-2018 school year.	Attendance rates remain above 96%.
CHKS survey results will indicate 95% or more of students feeling safe, • meaningful participation (5th grade)	The 2018 CHKS survey results for Wiseburn indicate 89% or more of students feeling safe.	CHKS survey results will indicate 95% or more of students feeling safe, • meaningful participation (5th grade)
California Dashboard Suspension Status Indicator for All Students will not exceed 2%.	The 2018 California Dashboard Suspension Status Indicator revealed a decrease of .2% (Very Low).	California Dashboard Suspension Status Indicator for All Students will not exceed 2%.
Maintain participation rate for parent attendance at scheduled conferences at 97% as measured by parent conference sign in sheets for conference attendance.	Participation rate for parents attendance at scheduled conferences as measured by conference sign in sheets revealed 99% attendance.	Maintain participation rate for parent attendance at scheduled conferences at 97% as measured by parent conference sign in sheets for conference attendance.
Annually increase parent participation in Back to School Night events by 1% as measured by parent attendance logs and sign in sheets at each event.	Participation rate for parents attendance in Back to School Night revealed 89% attendance.	Increase parent participation in Back to School Night events by 1% as measured by parent attendance logs and sign in sheets at each event.

Planned Strategies/Activities

Strategy/Activity 1

Parent Education Nights

Anza staff will host parent nights that will help build community and increase parent understanding of the curriculum. Parent nights include CGI Math night, STEAM Night, Pizza Picnic, Family art Night, and Family Literacy Night. A combination of PTA funding and LCAP funding will be allocated to pay teachers at the hourly rate, hire consultants, and pay for other resources and materials needed.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - June 2019

Person(s) Responsible

Principal, Math TOSA, FRAT, Teachers, PTA

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Parent Education Nights

Strategy/Activity 2

Anza will introduce a program entitled, WATCH D.O.G.S. WATCH D.O.G.S. is one of the nation's largest and most respected school-based, family, and community engagement, organizations in the country. Each school year hundreds of thousands of fathers and father-figures make a positive impact on millions of children by volunteering millions of hours in their local schools through this amazing one-of-a-kind program. WATCH D.O.G.S. will help promote positive behavior and safety. We will have two events per year to encourage more father like figures to volunteer.

Students to be Served by this Strategy/Activity

All students

Timeline

Jan 2019 - June 2019

Person(s) Responsible

School Counselor, PTA

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Parent-Teacher Association (PTA)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Watch Dogs

Strategy/Activity 3

Student Attendance Review Team meetings.

School counselor will monitor attendance monthly. SART and/or DART meetings will be held with families of students accruing 10 or more unexcused absences or tardies. At this meeting, parents will collaborate with the SART team to develop a plan to improve attendance and to determine if additional support is needed.

Counselor will also monitor the attendance of students with a history of chronic absenteeism. Counselor will meet with families of students accruing 5 or more absences or tardies. At this meeting, parents will collaborate with the counselor to determine what support is needed to improve student attendance and student engagement at school.

Students to be Served by this Strategy/Activity

Students with excessive absences or a history of chronic absenteeism.

Timeline

Jan 2019 - June 2019

Person(s) Responsible

Principal, School Counselor, Teachers, and Attendance Clerk

Proposed Expenditures for this Strategy/Activity

Description	Part of assigned duties and responsibilities.

Strategy/Activity 4

Over six weeks, Dream A World Education will provide programming for kindergarten classes which includes a performance, 32 workshops in music, dance, theatre arts and visual arts and a culmination for parents, students and families. Teachers will be provided curriculum materials prior to the start of the residency, and parents will receive an orientation and introduction to the family arts project.

Students to be Served by this Strategy/Activity

Kindergarten Students

Timeline

September 2018 – June 2019

Person(s) Responsible

Kindergarten Teachers, Principal

Proposed Expenditures for this Strategy/Activity

Amount	7,750
Source	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Secrets of the Heart provided by Dream A World Education costs a total of $15,500. Dream A World Education received $7750 in donations to help cover the cost for Anza. The other half was paid for using the general fund.

Strategy/Activity 5

Students will have access to a variety of enrichment activities that support student engagement, wellness, and participation. Enrichment programs focus on Arts education and developing students musical and artistic skills. All students in grades 3-5 receive weekly music instruction from a credentialed music teacher from 30-45min. per week. Students in grade 5 also have access to an instrumental program in lieu of vocal music. Art education with a credentialed teacher is offered for half a year for 50-60 minutes weekly to all students. After school drama classes at the beginning and intermediate level are offered by a credentialed teacher for students once a week who sign up to attend.
Parents are encouraged to participate and volunteer as an Art Angel to further enhance the Art program.
Students participate in PE classes 100 min. weekly. Classes are facilitated by YMCA coaches and monitored by classroom teachers.

Students to be Served by this Strategy/Activity

Students in grades 1-5

Timeline

September 2018-June 2019

Person(s) Responsible

Principal, Art teachers, and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	69,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Credentialed Music and Art Teachers will provide instruction to all 3-5 students to foster student engagement and global cultural awareness.

Amount	84,000
Source	General Fund
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funding to provide two PE coaches through the YMCA to work with students two times a week.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Anza students will improve overall proficiency in English Language Arts by 8% as measured by end of the 2018 year summative assessments (CAASPP). The goal will be met through our continued focus on the state ELA Standards and district-wide professional development with the Talking Teaching Network. The staff will leverage various online resources to provide assistance and challenges to our students. We will maintain a reading intervention program to assist students in danger of not meeting the standards.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2017 CAASPP results reveal 59% of students showed proficiency in Language Arts.	Anza students will improve overall proficiency in Language Arts by 8% as measured by end of the 2018 year summative assessments (CAASPP).	2018 CAASPP results reveal 67% of students showed proficiency in Language Arts. This is a 8% increase.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide teachers access to various tools that will benchmark and progress monitor student achievement in reading. Create testing schedule and administer assessments for DIBELS and AR/STAR. Determine cut points and identify students for Reading Intervention based on data. Lexia will be used as an instructional tool and for intervention for our kinder - 2nd grade students.	Teachers have access to various tools that will progress monitor student achievement in reading. A testing schedule has been created to administer assessments for DIBELS and AR/STAR. Cut points have been determined to identify students needing intervention. Lexia is being used as a supplemental instructional tool and for intervention for our kinder - 2nd grade students.	Using the embedded assessment system in DIBELS to identify Kinder and first grade students in need of specific reading skills and monitor progress of identified students. 5800: Professional/Consulting Services And Operating Expenditures Donations 3,129	Using the embedded assessment system in DIBELS to identify Kinder and first grade students in need of specific reading skills and monitor progress of identified students. 5800: Professional/Consulting Services And Operating Expenditures Donations 3129
Implement Reading A-Z online targeted reading intervention program. Coordinate delivery of materials and train reading intervention staff in use of materials to monitor effectiveness of the reading intervention program.	Accelerated Reader was implemented for grades 2nd thru 5th and Accelerated Reader Early Literary for K and 1st grade. Students took this test four times of year which helped show the students growth in their reading comprehension and foundation skills. Computer tech and library aide provided support. On	Reading A-Z progress monitoring reports. 5000-5999: Services And Other Operating Expenditures Donations 99.95	Reading A-Z progress monitoring reports. 5800: Professional/Consulting Services And Operating Expenditures Donations 99.95

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	going training is being provided to teachers to support the use of RAZ. Intervention teachers are using RAZ to monitor the effectiveness of the intervention being provided.		
Provide support for students enabling teachers to work individually and in small groups with students.	Teachers used supplemental online resources such as Lexia, Reading A-Z, and Wonder Works to best meet the needs of their students. Teachers are using data to help determine student needs.	HM Summative Assessments, HM Theme Tests, DIBELS Benchmark Assessments, DIBELS Progress Monitoring, AR/STAR Benchmark Assessments, Moby Max, RAZ Kids, Reading A-Z progress monitoring, and Writing Assessments. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 22,500	2000-2999: Classified Personnel Salaries
Students will use RAZ kids as a part of their reading plan both at school and at home to increase reading comprehension and fluency.	All students in grades 1-5 are using RAZ. Teachers encourage students to use RAZ and other resources to support reading comprehension and fluency.	Online Running Records, AR scores, DIBELS data, RAZ kids data 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 1,699	Online Running Records, AR scores, DIBELS data, RAZ kids data 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 1699
To provide small group instruction in reading after school. Students for this club will be identified by teacher recommendation using AR/DIBELS as well as classroom data. Students will attend a 6-8 week session where they will work on either fluency and decoding or fluency and comprehension.	Targeted students are receiving before/after school intervention. These students are being identified by the intervention team using AR/STAR Benchmarks.	HM Summative Assessments, HM Theme Tests, DIBELS Benchmark Assessments, DIBELS Progress Monitoring, AR/STAR Benchmark Assessments, Moby Max, RAZ Kids, Reading A-Z progress monitoring, and Writing Assessments. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 15,500	HM Summative Assessments, HM Theme Tests, DIBELS Benchmark Assessments, DIBELS Progress Monitoring, AR/STAR Benchmark Assessments, Moby Max, RAZ Kids, Reading A-Z progress monitoring, and Writing Assessments. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 15,500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will use Moby Max as a part of their reading plan both at school and at home to increase reading comprehension and fluency. Students will use Moby Max at school to allow for progress monitoring.	Students will use Moby Max as a part of their reading plan both at school and at home to increase reading comprehension and fluency. Students will use Moby Max at school to allow for progress monitoring.	Progress monitoring using Moby Max tools 5000-5999: Services And Other Operating Expenditures Parent-Teacher Association (PTA) 499.00	Students will use Moby Max as a part of their reading plan both at school and at home to increase reading comprehension and fluency. Students will use Moby Max at school to allow for progress monitoring. 5000-5999: Services And Other Operating Expenditures Parent-Teacher Association (PTA) 499
Provide students intervention using a research based Response To Intervention(RTI) model.	Targeted students received intensive reading instruction from the intervention teacher. In 2017-2018, 140 students received intervention outside of their regular classrooms.These students were identified by the intervention team using Lexia, Literably, and AR/STAR Benchmarks. In addition, CAASPP data was used for students in grades 3-5. The data revealed that 77% of students receiving reading invention were successful based on the end of year STAR assessment and or receiving a "C" or better in reading on their third trimester report card. The data also revealed that 59% of students in grades 3-5 that received reading intervention, had at least a 50 scale point growth on the CAASPP. In turn, 31% met or exceeded the standards.	Work with teachers and administrator to develop a RTI model that meets the needs of students. Provide intervention and/or enrichment in both math and Language Arts, as determined by the RTI teachers and grade level teams using universal screeners and other resources such as results from standardized assessment tools. 1000-1999: Certificated Personnel Salaries Title I 50,000	Two RTI teachers provided intervention and/or enrichment in both math and Language Arts, as determined by the RTI teachers and grade level teams using universal screeners and other resources such as results from standardized assessment tools. 1000-1999: Certificated Personnel Salaries Title I 50000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instructional Aides to support with RTI	Under the guidance of the intervention teacher, an aide provided support to targeted groups of students before and/or after school. The aide helped provide small group support during reading and math intervention. Aide helped run reading centers which allowed students to receive intensive reading instruction from the intervention teachers.	Under the supervision of both the intervention teacher and principal, aides will provide support to small groups of students. 2000-2999: Classified Personnel Salaries Title I 10,000	Under the supervision of both the intervention teacher and principal, aides will provide support to small groups of students. 2000-2999: Classified Personnel Salaries Title I 7645
Teachers will use a Universal Screener to determine student needs.	Teachers are using universal screeners to determine student needs.	Universal screener will be utilized to determine student needs. 5000-5999: Services And Other Operating Expenditures Title I 5,000	Universal screener utilized to determine student needs. 5000-5999: Services And Other Operating Expenditures Title I 260
Teachers will be released to analyze student data and plan lessons to support learning.	Teachers used grade-level time to analyze student data. Teachers use TCT time, and lab days to collaborate and plan lessons together.	Substitute teachers will be hired to release teachers 1000-1999: Certificated Personnel Salaries Title I 3500	Substitute teachers hired to release teachers 1000-1999: Certificated Personnel Salaries Title I 4368

Analysis

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

During the 2017-2018 school year, Teacher Collaboration Time (TCT) was lead by the Future Ready Advisor Team (FRAT). Anza teachers are increasingly integrating technology to enhance instruction.Through a combination of professional development, coaching and collaboration, Anza analyzed student CAASPP data for students in grades 3-5 and collaboratively determined instructional needs of students. Based on the 2017 CAASPP results, FRAT chose Research and Inquiry as the area of focus. Prior to any TCT, FRAT met with the Talking Teaching Network to determine the unique needs of teachers at every site. FRAT guided teachers as they learned how to use multiple resources to enhance Language Arts instruction. Anza teachers have received professional development in Research and Inquiry. Research and Inquiry will continue to be an area of focus for the 2018-2019 school year. Additionally, teachers in grades 3-5 analyzed IAB data for both math and language arts. Teachers used this data to determine which claims to target.

All students were given baseline assessments in reading during the first few weeks of school. Students participated in universal screening for Language Arts; Accelerated Reader (AR) Early Literacy Test for grades K-2, and AR STAR for grades 2-5. These nationally normed test were administered at the beginning of the year and then at the end of each trimester to each student. Students in grades K -2 also use LEXIA and teachers monitor their progress levels.Teachers administer ongoing assessments to monitor and adjust teaching and grouping of students. At the end of each trimester, students take benchmark assessments. This data is shared with teachers as a grade level; teachers use this data to determine how to support students. Anza continues to look for ways to provide instructional programs, intervention supports, and ways to improve instruction based on the Common Core State Standards. This is one of the many steps that Anza is taking clearly define the MTSS at Anza.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall Language Arts proficiency of students indicated on CAASPP increased by 8%.
- Third grade students increased from 57% in 2017 to 66% in 2018.
- Fourth grade students decreased from 61% in 2017 to 57% in 2018.
- Fifth grade students increased from 59% in 2017 to 82% in 2018.

While students in all subgroups have showed in an increase in performance. There continues to be multiple achievement gaps between the groups. We will continue to put emphasis on student that our SES and ELL.

Anza Spring 2018: Reading Intervention Results:

(Grade level groups include data for before school, during school, and after school interventions)

Kinder STAR Goal: 10 out of 15 or 67%

Kinder BPST Goal: 9 out of 15 or 60% (but all 15 scored in the 80-90% range)

- --

1st Grade STAR Goal: 8 out of 24 or 33%

1st Grade Grades (C or better in Reading): 14 out of 24 or 58%

- --

2nd Grade STAR Goal: 8 out of 15 or 53%

2nd Grade Comprehension Goal: 15 out of 15 or 100%

2nd Grade Grades (C or better in Reading: Comprehension): 11 out of 15 or 73%

- --

3rd Grade STAR Goal: 7 out of 13 or 54%

3rd Grade Comprehension Goal: 13 out of 13 or 100%

3rd Grade Grades (C or better in Reading): 10 out of 13 or 77%

- --

4th Grade STAR Goal: 12 out of 15 or 80%

4th Grade Comprehension Goal: 14 out of 15 or 93%

4th Grade Grades (C or better in Reading): 14 out of 15 or 93%

- --

5th Grade STAR Goal: 5 out of 10 or 50%

5th Grade Comprehension Goal: 10 out of 11 or 91%

5th Grade Grades (C or better in Reading): 9 out of 11 or 82%

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The differences between proposed expenditures and actual expenditures are the result of limited staffing and salary placement.

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.

This goal will be modified to be aligned with the district LCAP goals which will be noted in the planned improvements.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Anza students will improve overall proficiency in Mathematics by 8% as measured by end of the 2018 year summative assessments (CAASPP). The goal will be met through our continued focus on the California State Standards and school-wide professional development opportunities from Center X , and with support from our CGI mentor.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2017 CAASPP results reveal 47% of students showed proficiency in Math.	Anza students will improve overall proficiency in Mathematics by 8% as measured by end of the 2018 year summative assessments (CAASPP).	2018 CAASPP results reveal 51% of students showed proficiency in Math. This is a 4% increase.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math Support for Students	Math Support for Students via a lunch club.	A math lunch club to work on basic multiplication facts for 3-5th grade. Implement BigBrainz for intervention and progress monitoring. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 2,500	A math lunch club to work on basic multiplication facts for 3-5th grade. Implement BigBrainz for intervention and progress monitoring. 2000-2999: Classified Personnel Salaries General Fund 2,500
Provide training and resources for a cohort of teachers to become CGI trained.	Teachers attended UCLA's Center X Math training. By the end of 2017-2018,100% of Anza teachers had some form of CGI math training.	Provide for cohort to attend CGI conferences (conference fees, travel expenses, and substitute costs). 1000-1999: Certificated Personnel Salaries Title I 6,250	Provide for cohort to attend CGI conferences (conference fees, travel expenses, and substitute costs). 5000-5999: Services And Other Operating Expenditures Title I 6250
Provide students intervention using a research based Response To Intervention (RTI) model.	Intervention teacher provided targeted support to 4th graders needing additional support in math. While the overall math proficiency of students increased from 47% to 51%, students still need additional support with the following domains; CONCEPTS &	Work with teachers and administrator to develop a MTSS/RTI model that meets the needs of students. Provide intervention and/or enrichment in both math and language arts as determined by grade level teams using universal screeners and	Provide intervention and/or enrichment in both math and language arts as determined by grade level teams using universal screeners and other resources such as results from standardized assessment tools. 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	PROCEDURES and with PROBLEM SOLVING AND MODELING & DATA ANALYSIS	other resources such as results from standardized assessment tools. 1000-1999: Certificated Personnel Salaries Title I 50000	Personnel Salaries Title I 20789
Technology based intervention and enrichment.	Students in grades 3-5 were selected to receive math support, in an after school program, using both CAASPP and ST Math data. While in attendance, students used ST Math and homework help.	Under the supervision of both the intervention teacher and principal, aides will provide support and monitor students in the computer lab as they utilize software programs that will increase and enhance students conceptual understanding of math. 2000-2999: Classified Personnel Salaries Title I 10,000	Under the supervision of both the intervention teacher and principal, aides will provide support and monitor students in the computer lab as they utilize software programs that will increase and enhance students conceptual understanding of math. 2000-2999: Classified Personnel Salaries Title I 7645
ST Math	All students have access to ST Math at school with the option to use it off-campus.	Created by MIND Research Institute, ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. District Funded 20,700	Created by MIND Research Institute, ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. District Funded 20700
CGI Math Academy for Teachers	A total of 17 teachers attended a CGI Summer Lab. Training provided by Nick Johnson. In addition to the three day training, all teachers attended a follow-up lab day with Nick Johnson. Training took place one week	Teachers will receive training in CGI. This expense will cover both trainer costs and stipends for teachers. None Specified Title I 57,000	A total of 17 teachers attended a CGI Summer Lab. Training provided by Nick Johnson. In addition to the three day training, all teachers attended a follow-up lab day with Nick Johnson. Training took place one

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	before the school year began. Work will continue throughout the 2018-2019 school year.		week before the school year began. Work will continue throughout the 2018-2019 school year. 2018-2019 funding was used to cover costs. None Specified Title I 0

Analysis

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

Teachers attended UCLA's Center X Math training. By the end of 2017-2018,100% of Anza teachers had some form of CGI math training. During summer of 2018, a total of 17 teachers attended a CGI Summer Lab. Training was provided by Nick Johnson. In addition to the three day training, all teachers attended a follow-up lab day with Nick Johnson. Training took place one week before the school year began. Work will continue throughout the 2018-2019 school year.

During the school year, students received math support via after school and/or during school small group intervention. The intervention teacher provided targeted both integrated and designated support in the area of math to 4th graders. Additionally, students in grades 3-5 were selected to receive math support, in an after school program, using ST Math data. While in attendance, students used ST Math and received math homework help.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All Anza teachers have received professional development in CGI, however, the CGI summer lab, and lab days did not take place until after CAASPP testing. Lab days have already been scheduled and teachers will have participated in 4 lab days by the end of the school year. Overall math proficiency of students indicated on CAASPP increased by 4%.
- Third grade students decreased from 60% in 2017 to 55% in 2018.
- Fourth grade students increased from 47% in 2017 to 56% in 2018.
- Fifth grade students increased from 37% in 2017 to 41% in 2018.

Through a combination of professional development, coaching and collaboration, to improve learning and assessment outcomes, Anza teachers analyzed student performance data and collaboratively determined instructional needs of students. Anza teachers now utilize the Standards for Mathematical Practices (SMPs) to plan lessons that differentiate instruction and support student learning.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The differences between proposed expenditures and actual expenditures are the result of limited staffing and salary placement. The The CGI academy was funded using title 1 allocations for 2018-2019.

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.

This goal will be modified to be aligned with the district LCAP goals which will be noted in the planned improvements.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Anza will continue to close the achievement gap for our UPP in an effort to ensure their achievement is commensurate with that of the general population of students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
District-wide ELD Program	District-wide ELD Program	The measurement for the ELD program will be the progress on the Title III Annual Measurable Objectives. We will measure student performance on the CELDT Test looking for overall proficiency and gains from year to year. We will also measure performance based on student proficiency on Smarter Balanced (CAASPP) annual assessments. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 95,000	The measurement for the ELD program will be the progress on the Title III Annual Measurable Objectives. We will measure student performance on the CELDT Test looking for overall proficiency and gains from year to year. We will also measure performance based on student proficiency on Smarter Balanced (CAASPP) annual assessments. 1000-1999: Certificated Personnel Salaries District Funded 95,000
District-wide ELD Push in	District-wide ELD Push in	None Specified None Specified	

Analysis

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

The WUSD provided additional services including designated ELD teachers, instructional aides, and materials to support all English Language Learners. Annual assessments for identified English Language Learners were provided along with support materials for instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

English Learners continue to show progress and proficiency in English Language Arts that is reflective of the progress of all students in the Wiseburn Unified School District. The District reclassification rate in 2015-16 exceeded 18%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The material difference between the budgeted expenditures and the estimated actual expenditures in regards to continued funding for the English Language Learner programs is due to the fact that the budgeted figures included costs that have since been moved into the next action item, "Adding .4 FTE English Language Development in Dana master schedule". Originally, the .4 FTE costs were included in this action item, but have since been moved into the next action item.
In addition, the budgeted figures included more than expected costs for teacher extra duty. The District has reduced the estimated actuals to reflect updated projections. Finally, the District projected classified staffing costs based on 2016-17 figures; the estimated actuals have been reduced to reflect revised classified costs.
The material difference between the budgeted expenditures and the estimated actual expenditures in regards to the online instructional component for English Learners in grades 4-8 is that when the budget was developed, staff thought that the online program would be renewed. However, the subscriptions turned out to be less beneficial than originally thought. Staff decided to not renew the on-line subscriptions.

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.

Continued review of reclassification processes and ELD instruction needs led to the addition of the following metric: CAASPP English Language Arts Summative assessment results for grades 3-6. In addition, the ELPAC assessment results, which will replace the CELDT assessment results in 2018, were added as part of the original metric citing CELDT assessment results.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	79,781	-121,442.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	36,400.00
General Fund	94,250.00
LCFF	27,250.00
LCFF - Supplemental	160,000.00
Parent-Teacher Association (PTA)	500.00
Title I	201,223.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	304,000.00
2000-2999: Classified Personnel Salaries	60,750.00
4000-4999: Books And Supplies	16,623.00
5000-5999: Services And Other Operating Expenditures	31,250.00
5800: Professional/Consulting Services And Operating Expenditures	107,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	2,900.00
5000-5999: Services And Other Operating Expenditures	District Funded	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	15,500.00
2000-2999: Classified Personnel Salaries	General Fund	2,500.00
5000-5999: Services And Other Operating Expenditures	General Fund	7,750.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	84,000.00
1000-1999: Certificated Personnel Salaries	LCFF	8,000.00
2000-2999: Classified Personnel Salaries	LCFF	6,250.00
4000-4999: Books And Supplies	LCFF	500.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	7,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	120,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	40,000.00
5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	500.00
1000-1999: Certificated Personnel Salaries	Title I	176,000.00
2000-2999: Classified Personnel Salaries	Title I	12,000.00
4000-4999: Books And Supplies	Title I	13,223.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
Esmeralda Gonzalez	Parent or Community Member
Glafy Carr	Classroom Teacher
Ivonne Valdivia	Parent or Community Member
Janae Jeffery	Classroom Teacher
Sheri Lopez	Parent or Community Member
Anita Collins	Other School Staff
Mariela Barajas	Parent or Community Member
Suzanne Guidi	Classroom Teacher
Martika Tucker	Parent or Community Member
Alberto Paredes	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Grade Level Leaders

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

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

This SPSA was adopted by the SSC at a public meeting on 2/20/2018.

Attested:

Principal, Alberto Paredes on

Addendum

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed Expenditures

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

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

Expected 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 be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

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

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      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.

2. 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).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. 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).

5. 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
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. 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.

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

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program