School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central School	39-75499-6042832	May 11,2020	

Purpose and Description

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

Schoolwide Program

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

Our plan has been developed with input from all appropriate stakeholders groups. The stakeholders involved in the development of this plan included the School Site Council (including the English Learner Advisory Committee representatives), the site Leadership Team and all Central teachers. The site Leadership Teams provided input and feedback on the plan. The development is based upon the needs and interests expressed by the stakeholders they represent and alignment to LCAP and Title 1 requirements.

Comprehensive Needs Assessment Components

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

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

Stakeholders Survey for students, parents and teachers

Safety:

Parents- (only 18 parents responded)

94.44% The buildings and grounds at this school are well maintained.

94.44% My child is safe on school grounds during the day.

100.00% My child is safe on school grounds in the classroom.

88.89% The rules of this school are clearly communicated to parents.

86.79% Total average score

Staff-

97.62% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation.

97.62% My workplace is safe.

95.24% The buildings and grounds at this school are well maintained.

96.83% Total average score

Students-

80.23% The buildings and grounds at this school are well maintained.

86.21% I feel safe at this school.

64.77% I feel safe from gang activity and gang violence at school

86.36% I know the school rules.

79.37% Total average score

Climate:

Parents- (only 18 parents responded)

88.89% This school motivates students to learn.

94.44% The buildings and grounds at this school are clean.

50.00% This school communicates the importance of respecting all cultural beliefs and practices.

94.44% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s).

82.35% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s).

83.33% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal.

94.44% The school staff responds to me in a timely manner.

100.00% The school office staff is friendly and professional.

85.09% Total

Staff=

95.35% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

97.62% Members of the school/department collaborate to achieve our school goals.

95.12% The buildings and grounds at this school are clean.

90.48% This school/department communicates the importance of respecting all cultural beliefs and practices.

92.86% I am treated with respect by my colleagues at work.

71.43% Staff members at this school are recognized appropriately for their efforts and accomplishments.

68.29% Our district ensures effective communication across the organization.

87.37% Total

Students-

88.89% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

76.14% This school communicates the importance of respecting all cultural beliefs and practices.

89.77% My teachers recognize the work I am doing.

89.77% This school motivates students to learn.

88.64% The buildings and grounds at this school are clean.

89.66% I feel comfortable working with classmates and participating in class.

78.16% This school has a climate that fosters a feeling of safety, security, and support at school.

83.84% Total

Family Involvement Survey by parents

Childcare is important to me attending classes/ workshops

- 90% yes

The best time for workshops/ classes
- 41% 6:00-7:00
- 22% 5:00 - 6:00

The best way to share information about parent education
- 50% notice the week prior
- 26 % Wildcat newsletter
- 12% Facebook and Website

The workshop I'd most like would be:
- 30% Helping child with homework
- 27% STEM
- 20% Parenting
- 12% wrote in " English classes" as other needs

I'd most like:
- 21% Respected presenters/Teachers presenting
- 50% Good topics

Staff Survey on Evaluation of 2019-2020 and Goals for 2020-2021

Goal for 2020-2021:

85% - All students reading at or above grade level and developing a love of reading / PIR / Improve reading levels

55% - Support for new curriculum

40% - Implementation and understanding of STEM

95% - Planning time to integrate STEM, ELA and assessments

20% - Mathematics

Professional Development (each listed several)

80% - Planning days for STEM and RCD units

80% - Reading / Comprehension/ Read Alouds/ Phonics/ Nancy Fetzer

65% - and STEM Lesson studies

30% - Technology and Wonders technology

Most important expenditures

40% - Planning time for new STEM units

30% - Paraprofessionals

10% - Supplies for classrooms

10% - Classrooms sets of books

5% - First grade assessment subs

15% - Art program

Classroom Observations

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

Teachers are observed every two years, except those on the five year plan due to positive evaluations and longevity in the district. Non-tenured teachers are evaluated every year. The administration does walk-throughs getting into over 100 percent of the classrooms every month. Every classroom was also observed using the ICLE Rigor and Relevance site rubric at least twice by the administrative team. The NGSS/STEM Implementation team with the administrative team planned to go into every classroom using this same rubric while watching a STEM lesson in the spring. Due to COVID-19 school closures, only half the rooms were visited.
These classroom observations show there are some excellent engagement strategies and standards based instruction in place in the classrooms

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Central teachers use data from state testing (ELPAC and SBAC) to improve and modify instruction to meet the needs of all our students, especially those who are low performing.
Central teachers also use STAR reading scores and iRead scores every trimester to determine differentiated groups and student needs for reading.
Central teacher use district assessment data to look at trends during their PLCs.
Central administration develops professional development based on many factors including SBAC and ELPAC scores.
Our STEM RCD units integrate NGSS and ELA standards and have assessments for these state and national standards.

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

Teachers use RCD units of study that are aligned to the state standards. Student assessment scores from RCD units are put into EADMS. These are discussed as a site and in teams. Teachers also analyze student assessment data in PLCs and modify instruction based on this data. Teachers develop and use many forms of CFA during lessons to modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Central School has twenty-one fully credentialed teachers, and two Special Education teachers are interns teaching outside of credentials.

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

All teaching staff have access to standards aligned materials.

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

Professional Development at Central School has focused on:
PLCs
Rigor, Relevance and Relationships
Read Alouds
Literacy
STEM
Mathematics and Math Talks

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

Instructional assistance for teachers at Central School are:
Nancy Fetzer Reading and Writing
ICLE Rigor, Relevance and Relationships Coach
District Math TOSA
County Office of Education Math presenter
Science implementation team
New Teacher meetings for new teachers
Read Aloud workshop and book study with grade level presentations
Thomas Many Leadership Team at UCD

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

Teachers collaborate in PLC grade level teams that meet about two Mondays a month and also once a week after school. Teams also collaborate at site staff meetings weekly and at district staff meetings.

Teaching and Learning

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

Central teachers use our district RCD units of study which are aligned to state standards. State adopted materials are used and supplemented with teacher materials.

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

All Central students receive the recommended instructional minutes for reading/language art and mathematics.
All EL students receive 30 minutes of designated leveled instruction of ELD daily.

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

The core program with identified supporting materials are used.
All students receive one hour daily of differentiated reading interventions.
Math interventions happen during the day in leveled rotations in some grade levels.
Some grade levels provide interventions before and after school
All K-2 students receive at least 25 minutes reading intervention daily.

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

All students have access to appropriate standards-based instructional materials.

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

All students have access to standards -based instruction and curriculum materials, including intervention materials. K-2 students also use iRead daily.

Opportunity and Equal Educational Access

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

PIR (Priority Individualized Reading)
Math rotations
iRead
Interventions after school
Reading paraprofessional support
Kindergarten paraprofessional support
EL paraprofessional support

Evidence-based educational practices to raise student achievement

PLCs
RCD units of study
Rigor, Relevance and Relationships
Math Talks
Stand and Deliver

Parental Engagement

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

VCC counseling
Parent liaison
Coats for Kids
Boys and Girls Club
Grants written to provide books to build home libraries
ROP high school students assisting in classrooms

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

Teachers, parents and community members help with Central's plan for Title 1 programs. The School SIte Council helps plan, evaluate and follow the continuous implementation of the plan throughout the school year. Teachers work together in meetings to evaluate and plan Title 1 programs. The plan is shared with other parents at events like Parent Club.

Funding

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

EL paraprofessional
Reading paraprofessional
Before and after school tutoring
Kinder paraprofessional
EL before and after school classes
AR
PIR differentiated reading time
Teacher professional development

Fiscal support (EPC)

Title 1 funds to the school site have decreased in the past two years. For example from 2018-2019 to 2019-2020 there was a 23% cut in funding to the site. This has been a loss of over $100,000 in two years (1/3 of the entire school budget).

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

Central School's school plan has been developed with input from all appropriate stakeholders groups.
ELAC - November 20, 2019
School Site Council - November 20, 2019, February 19, 2020, Zoom May 11, 2020
School staff - Staff meetings, August 2019, October 2019 , February 2020
School staff - Emails and Zoom meetings April and May 2020

Resource Inequities

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

Needs as identified by data analysis needs assessment:
Reading/ Literacy support
EL support
Behavior intervention
Parent attendance at education events

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	0.24%	0.23%	1	1	1
African American	2.83%	2.82%	2.52%	13	12	11
Asian	5.00%	6.12%	6.65%	23	26	29
Filipino	3.48%	2.82%	2.06%	16	12	9
Hispanic/Latino	76.74%	79.53%	76.83%	353	338	335
Pacific Islander	%	%	0.23%			1
White	9.13%	6.12%	7.34%	42	26	32
Multiple/No Response	%	%	4.13%			0
			Total Enrollment	460	425	436

Header: Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	67	68	73
Grade 1	85	65	74
Grade 2	69	79	65
Grade3	74	61	79
Grade 4	73	75	69
Grade 5	92	77	76
Total Enrollment	460	425	436

Header: Student Enrollment by Grade Level

Conclusions based on this data:

1. Central School's Hispanic/Latino subgroup is increasing.

2. Central School's white subgroup has declined.

3. Enrollment at Central School has declined.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	246	223	216	53.5%	52.5%	49.5%
Fluent English Proficient (FEP)	23	21	27	5.0%	4.9%	6.2%
Reclassified Fluent English Proficient (RFEP)	26	13	9	9.6%	5.3%	4.0%

Conclusions based on this data:

1. The percentage of EL students has decreased slightly.

2. The number of EL students reclassified in 18-19 was lower than the prior year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79	79	60	79	78	60	79	78	60	100	98.7	100
Grade 4	95	76	77	91	74	76	91	74	76	95.8	97.4	98.7
Grade 5	84	91	79	82	89	79	82	89	79	97.6	97.8	100
All Grades	258	246	216	252	241	215	252	241	215	97.7	98	99.5

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2358.	2397.	2384.	5.06	19.23	15.00	16.46	20.51	18.33	27.85	25.64	18.33	50.63	34.62	48.33
Grade 4	2406.	2411.	2434.	7.69	12.16	19.74	20.88	18.92	17.11	18.68	20.27	23.68	52.75	48.65	39.47
Grade 5	2422.	2436.	2444.	1.22	5.62	5.06	12.20	19.10	26.58	30.49	21.35	22.78	56.10	53.93	45.57
All Grades	N/A	N/A	N/A	4.76	12.03	13.02	16.67	19.50	20.93	25.40	22.41	21.86	53.17	46.06	44.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.80	15.38	16.67	36.71	42.31	38.33	59.49	42.31	45.00
Grade 4	9.89	6.76	14.47	47.25	51.35	46.05	42.86	41.89	39.47
Grade 5	3.66	5.62	12.66	37.80	46.07	36.71	58.54	48.31	50.63
All Grades	5.95	9.13	14.42	40.87	46.47	40.47	53.17	44.40	45.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.13	23.08	18.33	43.04	43.59	41.67	46.84	33.33	40.00
Grade 4	8.79	20.27	14.47	37.36	35.14	53.95	53.85	44.59	31.58
Grade 5	3.66	13.48	10.13	42.68	37.08	48.10	53.66	49.44	41.77
All Grades	7.54	18.67	13.95	40.87	38.59	48.37	51.59	42.74	37.67

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.06	10.26	10.00	51.90	53.85	60.00	43.04	35.90	30.00
Grade 4	6.59	8.11	7.89	45.05	58.11	60.53	48.35	33.78	31.58
Grade 5	3.66	2.25	5.06	48.78	56.18	51.90	47.56	41.57	43.04
All Grades	5.16	6.64	7.44	48.41	56.02	57.21	46.43	37.34	35.35

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.92	25.64	16.67	36.71	39.74	40.00	49.37	34.62	43.33
Grade 4	10.99	8.11	19.74	46.15	44.59	46.05	42.86	47.30	34.21
Grade 5	6.10	8.99	15.19	41.46	43.82	37.97	52.44	47.19	46.84
All Grades	10.32	14.11	17.21	41.67	42.74	41.40	48.02	43.15	41.40

Conclusions based on this data:

1. Overall scores in ELA/Literacy show the percent students exceeding standard and percent students meeting standard increased from 17-18 and from 18-19.

2. In all subcategory areas (Reading, Listening, and Research/Inquiry) the percent of students above standard increased over the three years time.

3. Fourth grade is the only grade to show an increase in students at or above standard in all areas. Third grade showed a decrease in students at or above standard in all areas. Fifth grade showed a decrease in students at or above standard in all areas except writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79	79	60	79	79	60	79	79	60	100	100	100
Grade 4	95	76	77	93	75	77	93	75	77	97.9	98.7	100
Grade 5	85	91	79	84	90	79	84	90	79	98.8	98.9	100
All Grades	259	246	216	256	244	216	256	244	216	98.8	99.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2385.	2392.	2393.	7.59	11.39	13.33	29.11	29.11	20.00	13.92	21.52	21.67	49.37	37.97	45.00
Grade 4	2412.	2413.	2423.	2.15	9.33	5.19	20.43	17.33	25.97	29.03	25.33	28.57	48.39	48.00	40.26
Grade 5	2425.	2427.	2429.	3.57	1.11	6.33	3.57	8.89	8.86	23.81	28.89	27.85	69.05	61.11	56.96
All Grades	N/A	N/A	N/A	4.30	6.97	7.87	17.58	18.03	18.06	22.66	25.41	26.39	55.47	49.59	47.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.58	25.32	28.33	21.52	31.65	23.33	51.90	43.04	48.33
Grade 4	7.53	17.33	15.58	29.03	25.33	29.87	63.44	57.33	54.55
Grade 5	4.76	4.44	7.59	19.05	20.00	29.11	76.19	75.56	63.29
All Grades	12.50	15.16	16.20	23.44	25.41	27.78	64.06	59.43	56.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.86	8.86	13.33	43.04	45.57	43.33	48.10	45.57	43.33
Grade 4	4.30	9.33	12.99	40.86	33.33	40.26	54.84	57.33	46.75
Grade 5	3.57	3.33	5.06	28.57	31.11	40.51	67.86	65.56	54.43
All Grades	5.47	6.97	10.19	37.50	36.48	41.20	57.03	56.56	48.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.39	24.05	10.00	49.37	44.30	50.00	39.24	31.65	40.00
Grade 4	5.38	12.00	11.69	36.56	32.00	44.16	58.06	56.00	44.16
Grade 5	3.57	4.44	2.53	30.95	35.56	36.71	65.48	60.00	60.76
All Grades	6.64	13.11	7.87	38.67	37.30	43.06	54.69	49.59	49.07

Conclusions based on this data:

1. Overall scores in Mathematics show the percent students exceeding standard, meeting standard and nearly meeting standard increased.

2. In all subcategories of Mathematics the percent students below standard declined.

3. In all subcategories all grade levels increased in the number of students at or above standard except for in the area of communicating reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1417.9	1421.9	1430.6	1431.0	1388.4	1400.6	35	32
Grade 1	1457.6	1449.4	1462.6	1457.3	1452.1	1441.0	50	35
Grade 2	1462.9	1479.2	1461.3	1478.7	1464.2	1479.1	40	50
Grade 3	1471.1	1475.2	1465.3	1468.1	1476.3	1481.7	37	29
Grade 4	1490.2	1496.8	1488.9	1486.7	1491.0	1506.3	40	38
Grade 5	1497.1	1504.0	1490.5	1500.8	1503.2	1506.7	30	41
All Grades							232	225

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.13	40.00	43.75	*	46.88	*	6.25	35	32
1	42.00	2.86	28.00	48.57	*	31.43	*	17.14	50	35
2	27.50	14.00	35.00	46.00	*	26.00	*	14.00	40	50
3	*	6.90	*	31.03	35.14	37.93	35.14	24.14	37	29
4	*	21.05	37.50	31.58	30.00	21.05	*	26.32	40	38
5	*	12.20	46.67	29.27	*	36.59	*	21.95	30	41
All Grades	22.41	10.67	34.48	38.67	23.71	32.44	19.40	18.22	232	225

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.14	6.25	37.14	53.13	*	31.25	*	9.38	35	32
1	58.00	17.14	24.00	37.14	*	37.14	*	8.57	50	35
2	40.00	22.00	27.50	54.00	*	16.00	*	8.00	40	50
3	*	13.79	*	41.38	32.43	24.14	*	20.69	37	29
4	*	34.21	40.00	21.05	*	13.16	*	31.58	40	38
5	*	29.27	46.67	26.83	*	34.15	*	9.76	30	41
All Grades	36.21	21.33	32.76	39.11	17.24	25.33	13.79	14.22	232	225

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.13	*	31.25	40.00	62.50	*	3.13	35	32
1	32.00	2.86	30.00	37.14	*	37.14	*	22.86	50	35
2	*	12.00	37.50	34.00	*	30.00	27.50	24.00	40	50
3		3.45	*	13.79	35.14	51.72	54.05	31.03	37	29
4	*	10.53	*	31.58	32.50	26.32	45.00	31.58	40	38
5	*	0.00	*	17.07	36.67	43.90	*	39.02	30	41
All Grades	15.09	5.78	22.84	28.00	28.88	40.44	33.19	25.78	232	225

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.71	6.25	31.43	90.63	*	3.13	35	32
1	66.00	40.00	24.00	48.57	*	11.43	50	35
2	40.00	26.00	42.50	62.00	*	12.00	40	50
3	*	0.00	56.76	62.07	29.73	37.93	37	29
4	27.50	31.58	60.00	42.11	*	26.32	40	38
5	*	7.32	70.00	73.17	*	19.51	30	41
All Grades	40.09	19.56	45.69	62.67	14.22	17.78	232	225

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.29	6.25	40.00	71.88	*	21.88	35	32
1	36.00	8.57	50.00	77.14	*	14.29	50	35
2	45.00	28.00	42.50	66.00	*	6.00	40	50
3	37.84	51.72	45.95	34.48	*	13.79	37	29
4	42.50	39.47	47.50	39.47	*	21.05	40	38
5	60.00	56.10	36.67	31.71	*	12.20	30	41
All Grades	41.81	32.00	44.40	53.78	13.79	14.22	232	225

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	71.43	100.00	*	0.00	35	32
1	40.00	22.86	26.00	48.57	34.00	28.57	50	35
2	27.50	8.00	45.00	66.00	27.50	26.00	40	50
3	*	3.45	*	58.62	67.57	37.93	37	29
4	*	5.26	37.50	52.63	55.00	42.11	40	38
5	*	7.32	56.67	56.10	40.00	36.59	30	41
All Grades	17.67	8.00	41.81	63.11	40.52	28.89	232	225

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.14	53.13	34.29	37.50	*	9.38	35	32
1	24.00	0.00	60.00	77.14	*	22.86	50	35
2	*	14.00	60.00	64.00	*	22.00	40	50
3	*	0.00	62.16	82.76	35.14	17.24	37	29
4	*	18.42	67.50	60.53	*	21.05	40	38
5	*	4.88	63.33	75.61	*	19.51	30	41
All Grades	18.53	14.67	58.19	66.22	23.28	19.11	232	225

Conclusions based on this data:

1. The overall score for language shows a decline in the number of students with level 4 scores.

2. In both Oral and Written language the number of students with level 4 scores dropped but the number of students with level 3 scores increased.

3. In every domain the students with well developed scores dropped, somewhat developed scores increased and beginning scores decreased.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
425	**85.9**	**52.5**	**0.2**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	223	52.5
Foster Youth	1	0.2
Homeless	43	10.1
Socioeconomically Disadvantaged	365	85.9
Students with Disabilities	92	21.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.8
American Indian	1	0.2
Asian	26	6.1
Filipino	12	2.8
Hispanic	338	79.5
Two or More Races	10	2.4
White	26	6.1

Conclusions based on this data:

1. Central School has high poverty with almost 86% SES and over 10% homeless.

2. Almost 22% of the students at Central School are Students with Disabilities.

3. Central School is almost 80% Hispanic.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1. ELA scores were an overall color of yellow which is the same as it was last year.

2. Mathematics scores dropped from yellow to orange.

3. Suspension and chronic absenteeism are both yellow, which is the same as last year,.
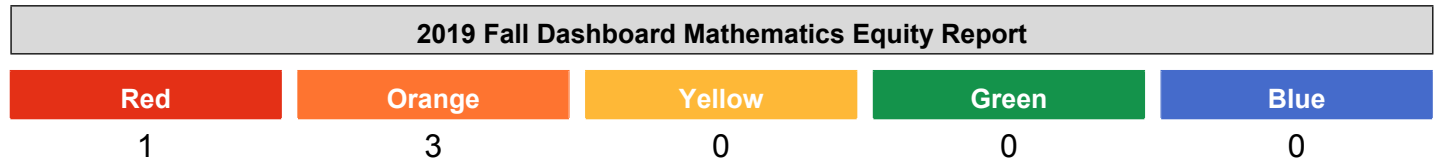
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	1	2	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
46.2 points below standard	59.2 points below standard	0 Students
Increased ++6.1 points	Increased ++4 points	
200	127	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
62 points below standard	55.1 points below standard	145.2 points below standard
Increased Significantly ++20.7 points	Maintained ++2.1 points	Declined -10.4 points
13	176	61

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	41 points below standard	Less than 11 Students - Data Not Displayed for Privacy
7		12	8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
51.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	34.8 points below standard
Increased ++3.9 points	3		Declined -5.2 points
157			13

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.3 points below standard	63.4 points above standard	26.3 points below standard
Maintained ++2.6 points	Increased Significantly ++42.3 points	Increased ++10.1 points
102	25	71

Conclusions based on this data:

1. All subgroups gained a performance color for ELA except for Students with Disabilities which remained red.

2. EL and Hispanic subgroups maintained at yellow in ELA with an increase of 4 points and 3.9 points respectively. Reclassified students significantly increased by 42.3 points.

3. Socioeconomically Disadvantaged subgroup gained 2.1 points and Homeless subgroup gained over 20 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.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	
67.1 points below standard	80 points below standard	
Maintained ++1 points	Declined -8.4 points	
199	126	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
69.2 points below standard	74.1 points below standard	167 points below standard
Increased Significantly ++28.6 points	Maintained -0.4 points	Declined Significantly -15.3 points
13	175	61

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		No Performance Color 29.8 points below standard 12	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 73.1 points below standard Declined -3.9 points 156	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color 60.6 points below standard Maintained -1.9 points 13

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.

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
107.3 points below standard	30.1 points above standard	47 points below standard
Declined -13.6 points 101	Increased Significantly ++37 points 25	Increased Significantly ++15.9 points 71

Conclusions based on this data:

1. All subgroups are orange in Mathematics except the Students with Disabilities subgroup is red. The English Learners and Hispanic subgroups declined from yellow to orange.

2. English Only and Reclassified Learners increased significantly in Mathematics, while current English Learners declined 13.6 points.

3. Students with Disabilities showed a significant decline of 15.3 points staying red.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color

43.6 making progress towards English language proficiency

Number of EL Students: 188

Performance Level: Low
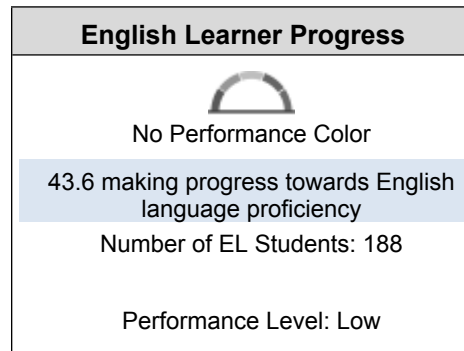
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
16.4	39.8	1.5	42.0

Conclusions based on this data:

1. 31 students decreased one ELPI level and 75 only maintained their ELPI level.

2. 79 students progressed at least one ELPI level.

3. Of the 188 English Learner students assessed, only 43.6% are making progress towards English language proficiency.

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.

2019 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.

2019 Fall Dashboard College/Career for All Students/Student Group

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

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	2	0
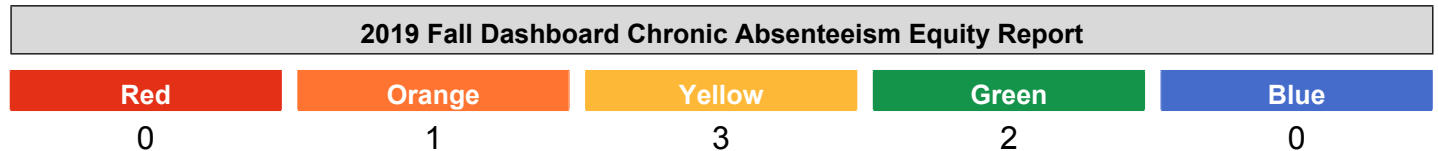
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
11.6	6.7	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.1	Declined Significantly -5.5	
464	240	4
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Yellow
23.1	11.4	11.7
Declined -3.2	Declined Significantly -3.2	Declined -10.5
65	404	111

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
23.1	Less than 11 Students - Data Not Displayed for Privacy	0	7.7
Declined -1.9		Declined -8	Increased +1
13	1	29	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
11.1	28.6	Less than 11 Students - Data Not Displayed for Privacy	9.4
Declined -2.7	Increased +21.9		Declined -18.3
359	14	3	32

Conclusions based on this data:

1. There was a significant decline of 3.1% in overall chronic absenteeism

2. 23.1% of our Homeless subgroup have chronic absenteeism, placing them as our lowest subgroup in orange.

3. All significant student groups showed a decline in chronic absenteeism.

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.

2019 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 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.

2019 Fall Dashboard Graduation Rate by Year

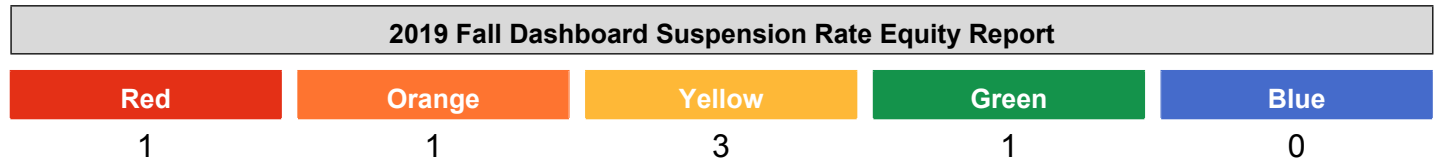| 2018	2019

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.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	3	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
4.8	3.9	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -1.2	Declined Significantly -1.5	4
503	255	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Yellow	Orange
6.3	4.1	9.2
Increased +1.7	Declined Significantly -1.5	Declined -2.1
80	439	119

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
5.9	Less than 11 Students - Data Not Displayed for Privacy 1	3.1	0
Increased +0.9		Increased +3.1	Declined -5.3
17		32	13

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
5.2	0	Less than 11 Students - Data Not Displayed for Privacy 3	2.7
Declined -0.7	Maintained 0		Declined -9.3
385	15		37

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.9	4.8

Conclusions based on this data:

1. Our overall suspension rate significantly declined by 1.2%

2. All significant subgroups decreased in suspensions with the exception of the Homeless subgroup.

3. The Homeless subgroup increased in suspensions by 1.7%, placing them in red.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

Goal 1

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

Identified Need

From our SBAC data we see substantial growth but students are still well below standard. We see a need for all students to become more proficient in their ELA and Mathematics skills.

Less than 45% of our EL students are making progress towards proficiency according to the ELPAC.

Our Students with Disabilities are red in every category.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - ELA Performance	Dashboard overall score yellow	Dashboard overall score green
Ca Dashboard - Mathematics Performance	Dashboard overall score orange	Dashboard overall score yellow
Teacher Professional Development attendance	Most teachers participated in lesson studies in STEM. About 50% of the staff participated in Math lesson studies.	All teachers will participate in 2 lesson studies, and 2 professional development events outside of ERMs
SBAC scores for ELA and Math by subgroups	ELA EL - 59.2 points below standard SES - 55.1 points below standard SwD - 145.2 points below standard Hispanic - 51.5 points below standard Mathematics EL - 80 points below standard SES - 74.1 below standard SwD - 167 points below standard	Each subgroup will improve at least 5 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic - 73.1 points below standard	
Percent of students showing one year of EL proficiency growth on ELPAC	43.6 % of students made one year of EL proficiency growth	5 % increase in percent of students making one year of EL proficiency growth
Computer lab or classroom tablets student use by computer lab and cart schedules and sign ins	Computer lab and cart schedules show all classes use computers at least once every two weeks	All classes will use the computer lab or classroom tablets at least twice a week
K-2 student use of iRead by iRead data	K-2 students use iRead at least 20 minutes 4 days a week	100% K-2 teachers will use iRead at least 25 minutes a every day

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

Strategy/Activity 1

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

All students

Strategy/Activity

Classroom support

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

Amount(s)	Source(s)
6,900	Title I
5,400	LCFF
5,500	LCFF - Supplemental

Strategy/Activity 2

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

All students

Strategy/Activity

Professional development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11043	Title I

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

All students

Strategy/Activity

Assessments

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

Amount(s)	Source(s)
2,400	Title I

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

All students

Strategy/Activity

Classroom walk-throughs

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

Amount(s)	Source(s)
1600	Title I

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

All students

Strategy/Activity

Stem lesson studies and planning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,800	Title I

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Paraprofessionals

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

Amount(s)	Source(s)
20,979	Title I
22,619	LCFF - Supplemental

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology

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

Amount(s)	Source(s)
25,040	Title I
6,684	LCFF - Supplemental

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

EL students

Strategy/Activity

EL materials and assessments

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

Amount(s)	Source(s)
11,200	LCFF - Supplemental

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

ELD extended day time

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

Amount(s)	Source(s)
6,000	LCFF - Supplemental

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Interventions including extended day

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

Amount(s)	Source(s)
11,200	Title I

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Club students

Strategy/Activity

Club support and liaison

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Real world and extension experiences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

General school support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Title I
8,094	LCFF

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The percent students meeting and exceeding standard in ELA overall increased. We feel our literacy focus has been the reason for this. Every trimester reading level STAR scores for all students were turned in and the data studied by teachers and administration. This data was used to differentiate reading instruction for students for Priority Individualized Reading (PIR) time which is a dedicated hour every day for teaching reading. Reading professional development has included Nancy Fetzer, Read Alouds and a teacher book study.

Central teachers worked with our Rigor, Relevance and Relationships coach this year, and feel the deeper work on rigor is seen in test data as the percent students above standard in research/inquiry and in problem solving areas increased.

PLCs are a part of Central School, A leadership team and the administrative team have been able to work at UC Davis with Dr, Thomas Many and have brought back professional development and wonderful information to share with all teachers.

The district Math TOSA and County Office of Education worked with staff on math talks and mathematics lesson studies.

The STEM implementation team provided in-services and did team lessons studies to work on the new STEM RCD units and NGSS.

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

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

We will adjust the budget due to budget reductions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

Our Assistant Principal worked with our high need students and our suspension rate dropped, yet we see a need for it to continue to drop. We have programs like Second Step and VCC counseling to help students, yet the teachers still often see inappropriate responses to stress or situations by students. Following up thoroughly on every incident reported is a need to ensure safety for students and staff.

Our chronic absenteeism rate is coming down but we still need all students in school every day. Even as we enforce our SARB process strictly, and work to provide many incentives for attendance, students still miss school at too high a rate according to the data. Building relationships is a continued area of need to ensure students want to come to school and feel safe and cared for at school.

With such a small sampling of parents responding to the district survey, we see a need for more parents to take the parent survey and to come to parent education programs.
We have a need to communicate with parents and can do this with translations in oral and written communications to families. Surveyed parents would like to have ESL classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism rates	Overall chronic absenteeism dashboard color is yellow. Chronic absenteeism declined 3.1 %.	Overall dashboard color will be green, Chronic absenteeism will decrease by 3%
Suspension rates	Overall suspension dashboard color is yellow. Suspension rates declined 1.2%.	Overall suspension rate dashboard color green. The percentage of students suspended will decrease by 2%
Parent attendance taken at parent and family events	Parent education events have very low attendance, averaging 8-12 parents. Family events	At least twenty parents will attend parent education events

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	have well over a hundred parents in attendance.	
ESL Adult School classes on campus roll sheets	zero parents	15 Central parents will take ESL classes twice a week on campus

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

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

All students

Strategy/Activity

Provide programs and incentives for students for attendance and behavior

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

Amount(s)	Source(s)
1,950	LCFF
3,100	Title I

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

All students

Strategy/Activity

Parent connections and translations

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

Amount(s)	Source(s)
4,200	LCFF - Supplemental
100	LCFF

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

All students

Strategy/Activity

Parent education

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

Amount(s)	Source(s)
2,000	LCFF - Supplemental
850	Title I

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Even though Central's chronic absenteeism and suspensions declined significantly, we feel we need to continue our work in these areas. We will continue with incentives to students for attendance and good behaviors. Our Second Step program is school-wide and is helping with SEL and building relationships. Safety is a top priority. We also feel a need to reach out to more parents, and find ways to involve them more. Only eighteen parents responded to the parent surveys so that is not a good enough sampling of how all parents truly feel.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All Central Students will read at or above grade level and develop a love of reading.

Goal 3

All Central students will read at or above grade level and develop a love of reading.

Identified Need

SBAC and STAR data show our students are reading far below grade level on average. In the past two years of doing our differentiated intense reading instruction, we have seen great growth, but this is still an area of urgent need. Teachers see the need (by survey) for professional development to maximize differentiation time, use reading technology and to teach appropriate reading skills.

We need students to be excited about reading and see the need to encourage this with rewards, incentives, prizes, assemblies, read-alouds and reading activities.

Growing libraries and increasing classroom libraries are needed to ensure students can find books they want to read.

One of the best ways to get students to become life long readers they need books in their hands. We need to continue to write grants for this.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Reading	CAASPP reading score percent above is 14.42 and the percent at or near is 46.47	CAASPP percent above and percent at or near will increase
STAR reading results	By the beginning of the second trimester grade level averages were an average of 1.3 instructional levels below	Growth of .4 average instructional levels every trimester.
Library books checked out "for fun", not during class time.	We have about 15 students per week checking out books aside from the mandatory class library time	25 students per week will check out books on their own time (outside of the mandatory class library time)
Read aloud time	Some classes have read aloud time	All classrooms will do read alouds daily.

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

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

All students

Strategy/Activity

Reading/Literacy professional development

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

Amount(s)	Source(s)
0	None Specified

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

All students

Strategy/Activity

Increasing classroom, student and school libraries

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

Amount(s)	Source(s)
7,554	Title I
10,458	LCFF - Supplemental

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

All students

Strategy/Activity

Encourage the love of reading

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

Amount(s)	Source(s)
1,100	LCFF
1,200	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Reading is a focus at Central School. Every trimester reading level scores for all students were turned in and the data studied by teachers and administration. This data was used to differentiate reading instruction for students for Priority Individualized Reading (PIR) time which is a dedicated hour every day for teaching reading.
Reading professional development has included intense work with Nancy Fetzer, Read Alouds and a teacher book study.
Students annually receive an average of six books for their home libraries (from grants, etc.).

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$194,971.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$108,466.00

Subtotal of additional federal funds included for this school: $108,466.00

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

State or Local Programs	Allocation ($)
LCFF	$16,644.00
LCFF - Supplemental	$69,861.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $86,505.00

Total of federal, state, and/or local funds for this school: $194,971.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Nancy Morgan Link	Principal
Janet Somogyi	Classroom Teacher
Janis Green	Classroom Teacher
Nelly Beteta	Other School Staff
Tatiana Gomez	Parent or Community Member
Christina Ortiz	Parent or Community Member
Julia Soto	Parent or Community Member
Viridiana Acencio	Parent or Community Member
Lisa Frymeyer	Parent or Community Member
Sheri Hoerth	Classroom Teacher

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:

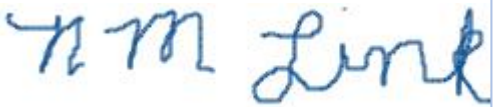| Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 May 11, 2020.

Attested:

	Principal, Nancy Morgan Link on May 11, 2020
	SSC Chairperson, Tatiana Gomez on May 11,2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II.   The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019