

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
Miguelito Elementary School	42 69229 6068902	11/10/2020	

School Profile

Miguelito is nestled at the foot of the hills on the south western corner of the The City of Lompoc. The economic influences include space/missile technology, military, industrial, and agricultural activities just to name a few. Lompoc's population of approximately 48,931 is ethnically diverse and that diversity is represented at Miguelito Elementary School as well. The school's main buildings were built in 1969 as an "open" classroom concept based upon Montessori ideas. It was temporarily closed in 1975. While it was not serving as an elementary school, Allan Hancock College in Santa Maria used its facilities as a satellite campus. Then the Lompoc Unified School District reopened Miguelito in the 1986-1987 school year to once again serve as an elementary school.

Miguelito Elementary School is one of the nine elementary schools in Lompoc Unified School District. The district also has two middle schools, two comprehensive high schools, one alternative education facility, a continuation high school, an adult education facility, and also works with Santa Barbara County to offer supervised preschools. Miguelito Elementray primarily feeds into Lompoc Valley Middle School and then into Lompoc High School.

The Miguelito student body of approximately 630 students reflects a well-rounded, ethnically diverse community. The teachers are highly qualified (following ESEA Section 1119 criteria) and create an engaging environment. Full time employees include: a school principal, one administrative assistant, one office assistant, 28 teachers, a literacy specialist, 2.5 Education Specialists, and three custodians. In addition, Miguelito employs the following part-time employees: 1.5 FSA counselors, accounting clerk/community liaison, a library technician, a computer instructional assistant, two special education instructional assistants, a bilingual liaison, 1 and a half ELD/Title 1 support teachers, a TK instructional assistant and kindergarten support teacher, a food services worker, six noon duty aides, a school nurse and school psychologist (shared among sites), and a health clerk (also shared among sites.) As we navigate the distance learning realm all of our staff have come together to find the best way to serve our students and maintain academic integrity while striving to provide remote access for all students.

In a typical year, Miguelito students are offered many programs to enhance their learning including numerous field trips like the California Science Center, the zoo, Cabrillo Aquarium, Lopoc Museum, La Purisima Mission, Arroyo Hondo, and many more. The 6th grade also attends a multi-day field trip to science camp at Catalina Island (CIMI). In addition, Miguelito staff offers afterschool programs such as the Music Club, Chess club, Lego Robotics, STEM club, Math Superbowl, and Battle of the Books. Other enhanced programs during the day include Garden Club, Clean Campus Crew, Cafeteria Captains, Conflict Managers, and Equipment Managers. Students also participate in a talent show, and a student run carnival. We continue to explore ways to connect students to these enriching activities within the distance learning environment.

Volunteers traditionally provide support and are integral in the development of the educational program at Miguelito Elementary School. Volunteers invest thousands of hours throughout the year reading in classrooms, preparing classroom materials for teachers, working with small student groups, fundraising, and planning special activities. Also, the PTA sponsors assemblies, family fun nights, and book fairs throughout the year, as well as pays for an art program, supplemental reading materials, and funds to provide for a portion of field trips/educational programs for all grade levels. Our endeavors this year are to keep those lines of communication and positive community commitment strong while we have to remain isolated

Miguelito Elementary School adheres to state guidelines for instructional minutes and holds minimum days on Wednesdays to support its Professional Learning Communities (PLC's) allowing for grade level, school-wide, and district-wide collaboration to occur.

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

Targeted Support and Improvement

Additional Targeted Support and Improvement

Special education students in particular need targeted support and improvement

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.

Miguelito's single plan for student achievement has the success of every student at its core with goals designed to close the achievement gap for struggling sub groups while also raising the overall level of achievement. This effort also includes reaching out to parents to gain increased involvement and support, collecting data, analyzing data to formulate goals and develop plans, review and adjust plans based on continued data and feedback, all in an effort to move ALL students forward.

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).

The Healthy Kids Survey was given in 5th grade and their families. The District Office has the results of the study for individual schools as well as the district. We also conducted a parent survey that was handed out in the first day packets. The data shows the majority of parents are satisfied with communication, safety, and learning experiences for students. Areas of improvement are in child nutrition program and facilities regarding playground/fields.

Classroom Observations

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

Administration observed classes on a weekly basis and specifically used CSTP's to provide feedback to teachers. While all classrooms are visited regularly, teachers who are in the evaluation cycle get verbal feedback based on "quick visits" within 24 hours and then also get written notes from that feedback. Formal evaluation is also conducted with pre and post meetings to discuss areas of strength, areas for growth, and to develop professional goals. Support and discussion is geared toward meeting needs, providing training, and developing increased competence. During staff meetings and collaborations, staff planned for areas of improvement. Professional development focused on teaching strategies during staff meetings. Areas of improvement were in the area of academic rigor, academic vocabulary and discourse techniques, and student engagement strategies.

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)

State and local assessments are used to not only look at year over year progress, but also to analyze teacher efficacy. In lieu of state testing from last spring we are using common grade level assessments that are tied to benchmarks as well as additional norm and standard referenced assessments to gauge learning loss and measure learning growth as we strive to close gaps potentially deepened by remote learning.

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

Staff utilized a variety of formative assessments to determine academic growth throughout the year which include: STAR, BPST, common curriculum assessments, and supplemental computer program data. during weekly PLC collaborations where teachers analyzed what was working and what needed to be changed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The majority of Miguelito teaching staff meet state requirements for highly qualified staff we do have one teacher with a preliminary credential.

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

Our staff are all properly credentialed and participated in multiple training days to become adept with the newly adopted materials. Those training opportunities are on going as the materials are used and areas of need are identified. In addition, they have participated in numerous professional development opportunities to learn about and develop instructional strategies better suited to the remote learning format. Additional training in social emotional learning as well as materials have also been provided in order to facilitate the greater need among our students.

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

Staff development needs are data driven and standards focused. Student assessment is ongoing and geared toward adapting instruction to build student mastery.

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

The staff utilizes our Literacy Specialist, our instructional assistant for technology, our bilingual instructional assistant, the recently added district tutor, and our Part Time Support Teacher, and they are also provided time to go and observe site instructional leaders in order to continually grow within the profession.

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

Teachers collaborate weekly in order to align instruction, analyze student performance, and discuss ways to improve student learning.

Teaching and Learning

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

Grade level teams utilize the curricula and align instruction to meet the content and performance standards for each grade. They also utilize the information generated through the Elementary Common Core Curricula Council.

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

Instructional minutes are adhered to at all grade levels in all required subject areas.

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

Grade level groups plan and target strategies and collaborative groups, smaller learning communities, and also utilize support personnel to provide scaffolded instruction and enable both enrichment as well as intervention.

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

Teachers have standards-based materials for general education students, English learners, and students with special needs. In addition, they have multiple support materials that are also standards based and allow for individualized support.

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

Teachers are trained in and utilize approved standards aligned instructional materials.

Opportunity and Equal Educational Access

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

In addition to a range of materials that provide both enrichment as well as reteaching opportunities, we have part time support teachers who work within the classrooms throughout the day. This provides the teacher additional time to focus attention on students who need additional time mastering standards.

Evidence-based educational practices to raise student achievement

The site utilizes the PLC process to analyze data and adjust instructional practices to raise student achievement. Weekly team meetings and staff meetings are geared toward informing and improving best practices within the classroom as drawn from research and experience to ensure measures are taken to maximize student achievement.

Parental Engagement

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

Parents participate in many ways through PTA, SSC, ELAC, and (when in person contact is again permitted) as classroom volunteers. In addition we have our FSA counselor, Bilingual Liaison, Bilingual Instructional Assistant, and Part Time Support Teachers for kindergarten as well as through Title 1 and to assist with our EL population. There are programs offered through the district that families are made aware of throughout the year including informational nights that involve outside agencies from the community. In addition, we hold regular meetings for attendance. We have held parent nights virtually this year and are seeking ways to make engaging cyber opportunities for whole families as well as clubs for students.

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)

The SSC and ELAC were part of the development of the SPSA, and had voice in not only planning but approving budget and goals set by the school. In addition the plan was presented at PTA as well as at a Title 1 night. Copies of the plan are also available to any constituents who want to read it.

Funding

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

FSA counselors, Part Time Support Teacher, Bilingual Instructional Assistant, Bilingual Liaison, as well as supplemental student supplies and materials, staff development/training, parent communication, license agreements to support instruction for at risk students

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school plan involves the input of and review by the PTA, School Site Council, ELAC, and school leadership team. These groups along with our PBIS team regularly give input and feedback related to school climate and curricula. A dedicated meeting specifically for the review of the new plan typically takes place in September or October, but with the adjustments due to distance learning the review will take place in November. Input, however, is ongoing. At this meeting there has been a review of budgets, new and existing curricula, survey results, and performance data.

Resource Inequities

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

Even though we have provided technology to every student as well as materials, families have varying degrees of bandwidth and internet access which have created an inequity in the regularity and quality of remote learning access.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.16%	0.32%	0.31%	1	2	2
African American	2.12%	2.57%	1.55%	13	16	10
Asian	1.47%	1.12%	1.55%	9	7	10
Filipino	1.63%	0.64%	0.77%	10	4	5
Hispanic/Latino	66.29%	67.9%	67.18%	407	423	434
Pacific Islander	0.16%	0.16%	0.31%	1	1	2
White	24.10%	22.95%	23.68%	148	143	153
Multiple/No Response	%	%	4.64%			0
Total Enrollment				614	623	646

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	105	106	110
Grade 1	82	81	85
Grade 2	80	81	79
Grade 3	95	91	84
Grade 4	87	89	97
Grade 5	83	90	98
Grade 6	82	85	93
Total Enrollment	614	623	646

Conclusions based on this data:

1. Our enrollment has continued to increase year over year for the past three years.
2. We have a fairly diverse population; over half of our population is Hispanic/Latino which and has remained consistently so over the last three years.
3. We continue to have high enrollment at kindergarten through second grade and the enrollment impact should continue to roll up into the later grades.

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	80	68	74	13.0%	10.9%	11.5%
Fluent English Proficient (FEP)	38	56	62	6.2%	9.0%	9.6%
Reclassified Fluent English Proficient (RFEP)	22	32	17	21.0%	40.0%	25.0%

Conclusions based on this data:

1. Our EL population remains fairly consistent ranging between 10% to 15%
2. We did not reclassify as many students in the 19-20 school year as we did in the previous year.
3. We need to continue to work with our English as a second language population in ways that not only help them reclassify as proficient in English, but also to ensure they continue to succeed after reclassification.

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	80	90	88	80	90	88	80	90	88	100	100	100
Grade 4	79	92	87	78	90	85	78	90	85	98.7	97.8	97.7
Grade 5	84	83	90	83	80	86	83	80	86	98.8	96.4	95.6
Grade 6	102	81	86	96	81	86	96	81	86	94.1	100	100
All Grades	345	346	351	337	341	345	337	341	345	97.7	98.6	98.3

* 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	2435.	2403.	2430.	26.25	11.11	26.14	28.75	28.89	25.00	22.50	32.22	27.27	22.50	27.78	21.59
Grade 4	2462.	2461.	2445.	17.95	22.22	14.12	24.36	31.11	28.24	30.77	18.89	22.35	26.92	27.78	35.29
Grade 5	2504.	2506.	2515.	19.28	17.50	23.26	36.14	36.25	36.05	20.48	25.00	20.93	24.10	21.25	19.77
Grade 6	2544.	2527.	2522.	26.04	12.35	15.12	34.38	46.91	27.91	20.83	18.52	38.37	18.75	22.22	18.60
All Grades	N/A	N/A	N/A	22.55	15.84	19.71	31.16	35.48	29.28	23.44	23.75	27.25	22.85	24.93	23.77

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	25.00	11.11	26.14	48.75	53.33	51.14	26.25	35.56	22.73
Grade 4	20.51	20.00	11.76	52.56	54.44	60.00	26.92	25.56	28.24
Grade 5	24.10	26.25	29.07	50.60	53.75	46.51	25.30	20.00	24.42
Grade 6	28.13	19.75	16.28	47.92	49.38	54.65	23.96	30.86	29.07
All Grades	24.63	19.06	20.87	49.85	52.79	53.04	25.52	28.15	26.09

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	28.75	10.00	21.59	40.00	52.22	50.00	31.25	37.78	28.41
Grade 4	11.54	23.33	10.59	64.10	51.11	56.47	24.36	25.56	32.94
Grade 5	31.33	26.25	23.26	46.99	51.25	59.30	21.69	22.50	17.44
Grade 6	31.25	22.22	18.60	45.83	50.62	63.95	22.92	27.16	17.44
All Grades	26.11	20.23	18.55	48.96	51.32	57.39	24.93	28.45	24.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.50	17.78	26.14	63.75	63.33	57.95	13.75	18.89	15.91
Grade 4	15.38	18.89	12.94	67.95	61.11	69.41	16.67	20.00	17.65
Grade 5	8.43	6.25	17.44	72.29	80.00	60.47	19.28	13.75	22.09
Grade 6	22.92	16.05	10.47	64.58	71.60	69.77	12.50	12.35	19.77
All Grades	17.51	14.96	16.81	67.06	68.62	64.35	15.43	16.42	18.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.25	22.22	21.59	41.25	56.67	53.41	22.50	21.11	25.00
Grade 4	19.23	25.56	11.76	58.97	47.78	51.76	21.79	26.67	36.47
Grade 5	32.53	25.00	25.58	48.19	60.00	55.81	19.28	15.00	18.60
Grade 6	40.63	32.10	18.60	43.75	49.38	59.30	15.63	18.52	22.09
All Grades	32.64	26.10	19.42	47.77	53.37	55.07	19.58	20.53	25.51

Conclusions based on this data:

1. We need to examine what changed that our numbers dipped in the % of students above standard.
2. The percent at or near standard increased, but so did the % of students below standard
3. The numbers of students above standard needs to increase and we need to continue to move students from below standard to at or near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	90	88	80	90	88	80	90	88	100	100	100
Grade 4	79	91	87	78	89	85	78	89	85	98.7	97.8	97.7
Grade 5	84	83	90	83	80	87	83	80	87	98.8	96.4	96.7
Grade 6	102	81	86	96	81	86	96	81	86	94.1	100	100
All Grades	345	345	351	337	340	346	337	340	346	97.7	98.6	98.6

* 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	2427.	2409.	2424.	13.75	4.44	17.05	38.75	36.67	29.55	22.50	22.22	23.86	25.00	36.67	29.55
Grade 4	2471.	2464.	2458.	12.82	8.99	9.41	23.08	31.46	25.88	47.44	38.20	41.18	16.67	21.35	23.53
Grade 5	2474.	2477.	2491.	8.43	8.75	16.09	15.66	15.00	22.99	33.73	41.25	28.74	42.17	35.00	32.18
Grade 6	2530.	2511.	2519.	15.63	13.58	17.44	31.25	23.46	23.26	28.13	32.10	26.74	25.00	30.86	32.56
All Grades	N/A	N/A	N/A	12.76	8.82	15.03	27.30	27.06	25.43	32.64	33.24	30.06	27.30	30.88	29.48

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	25.00	14.44	26.14	36.25	40.00	36.36	38.75	45.56	37.50
Grade 4	26.92	26.97	16.47	39.74	37.08	37.65	33.33	35.96	45.88
Grade 5	12.05	11.25	21.84	27.71	36.25	33.33	60.24	52.50	44.83
Grade 6	26.04	25.93	24.42	43.75	39.51	33.72	30.21	34.57	41.86
All Grades	22.55	19.71	22.25	37.09	38.24	35.26	40.36	42.06	42.49

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.00	23.33	27.27	46.25	36.67	40.91	23.75	40.00	31.82
Grade 4	19.23	15.73	12.94	57.69	49.44	55.29	23.08	34.83	31.76
Grade 5	8.43	10.00	12.64	54.22	58.75	59.77	37.35	31.25	27.59
Grade 6	13.54	6.17	13.95	56.25	50.62	53.49	30.21	43.21	32.56
All Grades	17.51	14.12	16.76	53.71	48.53	52.31	28.78	37.35	30.92

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	25.00	15.56	21.59	57.50	57.78	51.14	17.50	26.67	27.27
Grade 4	14.10	20.22	12.94	56.41	53.93	57.65	29.49	25.84	29.41
Grade 5	10.84	8.75	10.34	45.78	43.75	59.77	43.37	47.50	29.89
Grade 6	20.83	13.58	15.12	51.04	53.09	47.67	28.13	33.33	37.21
All Grades	17.80	14.71	15.03	52.52	52.35	54.05	29.67	32.94	30.92

Conclusions based on this data:

1. Our scores have been relatively consistent year over year
2. In general "concepts and procedures" is an area grades need to improve upon as the % below standard is far too high in that claim area.
3. Fifth grade needs to be a target area for math improvement as far too many students fall into the % standard category. This year we have had one of our 6th grade teachers work in a math rotation to also provide instruction to 5th grade.

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	1435.6	1408.2	1448.3	1423.6	1405.9	1371.9	17	16
Grade 1	*	*	*	*	*	*	*	6
Grade 2	*	*	*	*	*	*	*	8
Grade 3	1493.1	*	1499.8	*	1486.2	*	14	7
Grade 4	1503.4	*	1496.8	*	1509.6	*	12	7
Grade 5	*	*	*	*	*	*	*	6
Grade 6	*	*	*	*	*	*	*	6
All Grades							81	56

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	*	6.25	*	37.50	*	37.50	*	18.75	17	16
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	14	*
4	*	*	*	*	*	*	*	*	12	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	25.93	5.36	35.80	41.07	29.63	33.93	*	19.64	81	56

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	*	18.75	*	31.25	*	43.75	*	6.25	17	16
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	14	*
4	*	*	*	*	*	*	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	41.98	21.43	34.57	32.14	14.81	28.57	*	17.86	81	56

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	*	0.00	*	25.00	*	56.25	*	18.75	17	16
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	14	*
4	*	*	*	*	*	*	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	*	3.57	30.86	12.50	40.74	57.14	19.75	26.79	81	56

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	64.71	12.50	*	68.75	*	18.75	17	16	
1	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	14	*	
4	*	*	*	*	*	*	12	*	
All Grades	38.27	19.64	55.56	58.93	*	21.43	81	56	

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	*	18.75	*	62.50	*	18.75	17	16
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	14	*
4	*	*	*	*	*	*	12	*
All Grades	45.68	23.21	45.68	53.57	*	23.21	81	56

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	82.35	81.25	*	18.75	17	16
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	14	*
4	*	*	*	*	*	*	12	*
6	*	*	*	*	*	*	*	*
All Grades	13.58	3.57	58.02	53.57	28.40	42.86	81	56

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	*	31.25	*	37.50	*	31.25	17	16
2	*	*	*	*	*	*	*	*
3	*	*	85.71	*	*	*	14	*
4	*	*	*	*	*	*	12	*
All Grades	18.52	17.86	67.90	57.14	13.58	25.00	81	56

Conclusions based on this data:

1. This is our baseline year, but the initial results would show that written language is our lowest domain. We have only limited data from which to draw meaningful conclusions.
2. Our overall performance is between level 2 and 3
3. We will continue to monitor progress for all students as the year progresses. We had several students who were able to be reclassified as English Proficient.

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
623	68.7	10.9	0.8

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	68	10.9
Foster Youth	5	0.8
Homeless	35	5.6
Socioeconomically Disadvantaged	428	68.7
Students with Disabilities	66	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.6
American Indian	2	0.3
Asian	7	1.1
Filipino	4	0.6
Hispanic	423	67.9
Two or More Races	27	4.3
Pacific Islander	1	0.2
White	143	23.0

Conclusions based on this data:

1. Well over half of our students are socioeconomically disadvantaged.
2. Our English learner and special education populations are virtually the same in numbers.
3. Our Hispanic population continues to be our largest demographic with white, multiple races, and African American students populations coming next.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 422 479 453">English Language Arts</p>  <p data-bbox="293 506 373 531">Yellow</p>	<p data-bbox="673 422 950 453">Chronic Absenteeism</p>  <p data-bbox="769 506 849 531">Yellow</p>	<p data-bbox="1177 422 1388 453">Suspension Rate</p>  <p data-bbox="1250 506 1330 531">Green</p>
<p data-bbox="251 621 414 653">Mathematics</p>  <p data-bbox="293 705 373 730">Green</p>		

Conclusions based on this data:

1. English language arts is an area that needs improvement
2. Absenteeism is another area that needs improvement.
3. Improvement in our subgroups will improve areas overall

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:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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		
<p>All Students</p> <p>Yellow</p> <p>5.2 points below standard</p> <p>Increased ++3.9 points</p> <p>332</p>	<p>English Learners</p> <p>Orange</p> <p>19.8 points below standard</p> <p>Maintained ++1 points</p> <p>63</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>11.2 points below standard</p> <p>Increased ++6.3 points</p> <p>253</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>84.8 points below standard</p> <p>Increased ++8.2 points</p> <p>49</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.5 points below standard Maintained ++1.8 points 228	 No Performance Color 47.3 points above standard 13	 No Performance Color 0 Students	 Green 11.6 points above standard Increased ++12.5 points 75

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
72.7 points below standard Increased Significantly ++24.8 points 20	4.8 points above standard Declined Significantly -17.3 points 43	3.5 points below standard Maintained ++2.2 points 262

Conclusions based on this data:

- Both our English learners as well as our special education students are not performing as well as the rest of our population.
- Even though our EL population made strong gains our reclassified students declined significantly
- Even though we are in the yellow and orange in some areas we saw increases from the year prior.

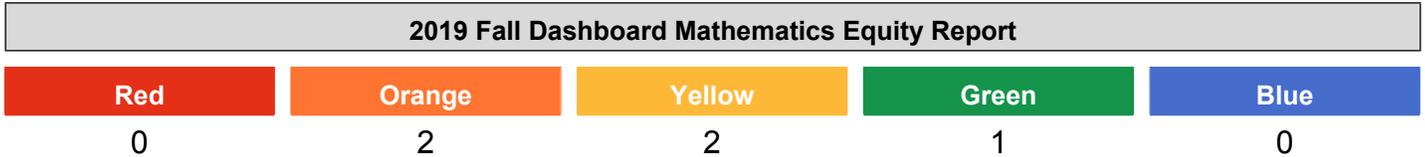
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>24.8 points below standard</p> <p>Increased ++6.3 points</p> <p>332</p>	<p>English Learners</p>  <p>Orange</p> <p>53.6 points below standard</p> <p>Declined -8.5 points</p> <p>63</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>31 points below standard</p> <p>Increased ++8.8 points</p> <p>253</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>99.6 points below standard</p> <p>Increased Significantly ++20.2 points</p> <p>49</p>

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 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.9 points below standard Increased ++4.8 points 228	 No Performance Color 8.5 points above standard 13	(Empty)	 Green 11.1 points below standard Increased ++7.7 points 75

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
97.5 points below standard Maintained ++0.6 points 20	33.2 points below standard Declined Significantly -16.5 points 43	19.4 points below standard Increased ++8.7 points 262

Conclusions based on this data:

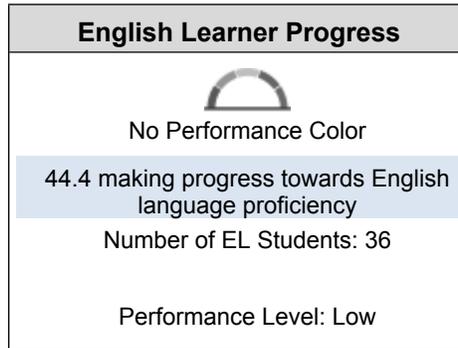
1. Again our reclassified students saw a significant decline.
2. Our students with disabilities saw a significant increase even though they remain in the orange.
3. Our English learners also saw a dip in performance.

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



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
22.2	33.3	2.7	41.6

Conclusions based on this data:

1. A third of our EL's maintained a low level rather than advancing.
2. over 40% progressed at least one level
3. Some students had a decline in performance

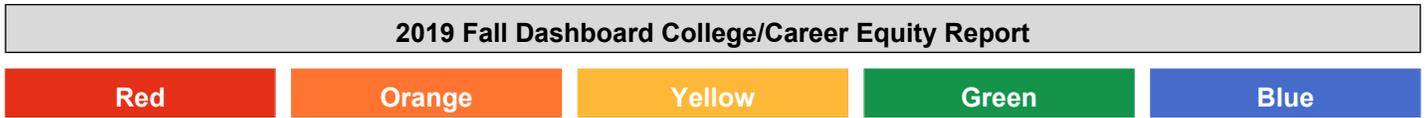
School and Student Performance Data

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.



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.

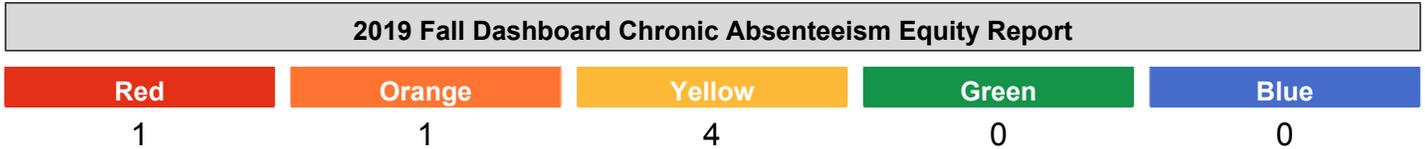
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 13.5 Declined -2.8 658	<p>English Learners</p>  Orange 18.9 Increased +3 74	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<p>Homeless</p>  Red 33.3 Increased +4.1 42	<p>Socioeconomically Disadvantaged</p>  Yellow 16.8 Declined -1.5 494	<p>Students with Disabilities</p>  Yellow 15.9 Declined -7.3 82

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 43.8 Increased +12.2 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.6 Declined Significantly -3.1 451	 No Performance Color 3.6 Declined -4.1 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 10.1 Declined -3.6 149

Conclusions based on this data:

1. Our homeless population struggles the most with attendance
2. Our English learners also have low attendance rates
3. Overall we need to improve attendance

School and Student Performance Data

Academic Engagement Graduation Rate

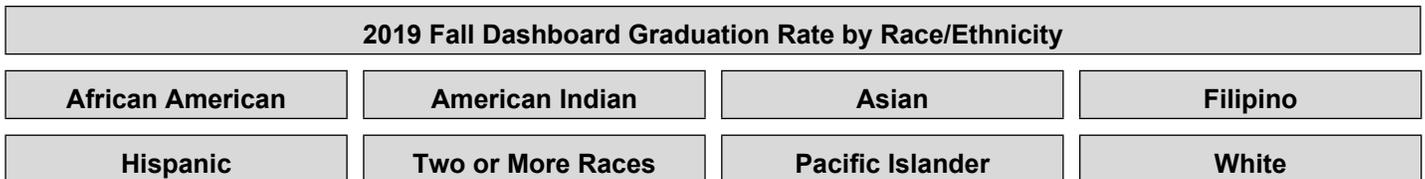
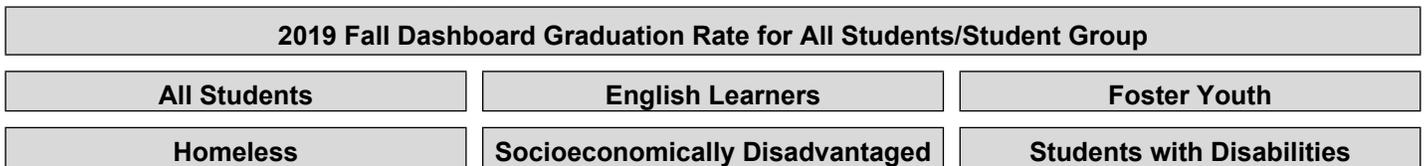
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

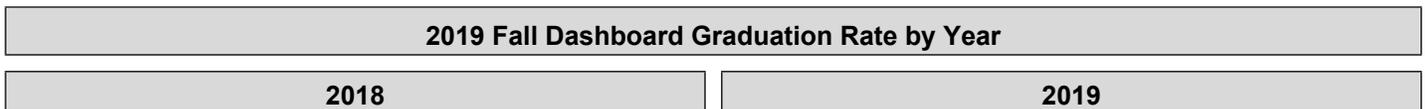
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

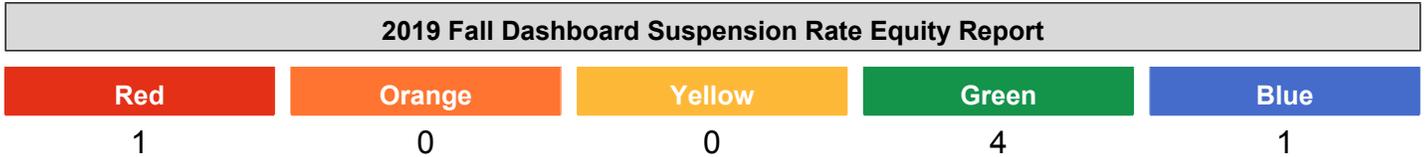
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>2.5</p> <p>Declined -0.6</p> <p>677</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Declined -3.1</p> <p>77</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>9.1</p> <p>Declined -2.7</p> <p>11</p>
<p>Homeless</p>  <p>Green</p> <p>2.2</p> <p>Declined -4.4</p> <p>45</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>3</p> <p>Declined -0.8</p> <p>507</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>7.1</p> <p>Maintained -0.1</p> <p>84</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">0</div> Declined -5 21	 No Performance Color Less than 11 Students - Data <div style="text-align: center; font-weight: bold;">2</div>	 No Performance Color Less than 11 Students - Data <div style="text-align: center; font-weight: bold;">7</div>	 No Performance Color Less than 11 Students - Data <div style="text-align: center; font-weight: bold;">4</div>
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">2.4</div> Declined -0.3 464	 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">7.1</div> Increased +3.4 28	 No Performance Color Less than 11 Students - Data <div style="text-align: center; font-weight: bold;">1</div>	 Green <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">2.7</div> Declined Significantly -1.8 150

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.1	2.5

Conclusions based on this data:

1. We continue to have suspension of special education students be disproportionately high
2. All other subgroups are fairly equal and in the green
3. Our English learners have our lowest suspension rates.

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

Students will demonstrate an increase in their literacy skills across the content areas in TK-12.

Goal 1

SPSA Goal I A: 90% of students will maintain or show growth with no more than 10% showing significant decline as measured by performance in ELA skills and Math skills using scores on multiple measures such as CAASPP, Renaissance STAR Reading Assessment Proficiency Report (2-6). Renaissance Early Literacy (K-1) will be administered to determine reading readiness skills.

Identified Need

More support and targeted effort for improved scores in both ELA and math for all sub groups and special education in particular is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA and Math	6% growth in designated sub-groups of English Learners, socioeconomically disadvantaged, and special education students	Our EL will move to 24% in ELA and 15% in math, socioeconomically disadvantaged will move to 50% in ELA and 37% in math, our special education will move to 18% in ELA and 8% in math.
SBAC ELA and Math	5% increase in the number of students meeting or exceeding standard in both ELA and Math	We will move from 51% to 56% proficient or above in ELA and from 36% to 41% proficient or above in math.
Reclassified Data	8% of our English learners will be reclassified as English proficient	We currently have 69 student designated as English learners so we hope to have at least 6 students be reclassified this year.
Renaissance STAR reading and math	5% increase in students at or above the 50% in both ELA and Math	At last reporting we had 58.3% performing at that level in math, so we want to move to 64% and we

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

Use Common Core Standards and the District Pacing Guide to set goals, discuss instructional practices, and select materials to plan instruction to meet individual student needs.

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.

1,107

Title I

5,461

LCFF Supp/Con

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, but with an emphasis on students in our EL and special education populations.

Strategy/Activity

Utilize grade level PLC teams to monitor student progress and effectiveness of instruction and intervention and to adjust instruction and intervention, as necessary.

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.

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Our English learners, foster youth, economically disadvantaged and special education students.

Strategy/Activity

Provide intervention for small group instruction (K-6). Rtl Tier II to focus instruction on specific needs during universal access portion of 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.

0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

Subgroup students not meeting standard: A) PTS teacher for Socioeconomically Disadvantaged students in grades K-6 : PTS teacher for 5.5 hours for 135 days and 4.25 hours for 45 days

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.

39,844

Title I

0

District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with specialized learning needs.

Strategy/Activity

Special Education: A) Minimum 30 minutes daily for resource students in 1-1 or small group B) Schedule Student Study Team meetings for students not making expected academic or social progress. Rtl will be used. With a plan to reduce the amount of time students spend pulled away from the general education setting by using high impact, research based curricula.

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.

0

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Struggling readers who are also socioeconomically disadvantaged and those who are learning English as a second language.

Strategy/Activity

Provide reading readiness practice and technology skills for all K student through the use of Lexia Reading Program, but with particular benefit for our designated sup groups.

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.

9,100 LCFF Supp/Con

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

Provide practice and reinforcement for students in reading and language arts. District/core assessments, Renaissance STAR will be used as Assessment criteria that will support student involvement in reading and literacy to include Accelerated 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.

4,080 LCFF Supp/Con

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

An Afterschool programs will be developed to help students with academic achievement, especially focusing on students in significant subgroups.

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.

0

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students with emphasis on our targeted sub groups.

Strategy/Activity

Purchase high interest books designed to increase reading participation among our targeted subgroups accessible in library for student use if funding allows.

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.

0

LCFF Supp/Con

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

Enrichment and STEAM opportunities (such as after school programs, and field trips) to benefit students in math and science.

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.

0

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 students with an emphasis on our targeted sub groups.

Strategy/Activity

Use IXL in all classes to increase knowledge in math.

Proposed Expenditures for this Strategy/Activity

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

6,995

Title I

0

LCFF Supp/Con

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

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.

0

LCFF Supp/Con

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.

In looking at comparative STAR scores our overall Fall to Fall both Star Reading and Star Math are above the previous year's proficiency rate for both district and state benchmarks

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

The rate of improvement from the first to second benchmark is significant in math and reading with greater gains as related to state benchmarks

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.

Despite the overall gains and progress the Student Growth Percentile is averaging downward, so we will need to identify those students who are not progressing satisfactorily and target supports to boost their progress.

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

Students will demonstrate more connectedness to school.

Goal 2

Effective communication among students, staff, community and stakeholders will be promoted and maintained during the 2019-2020 school year through various means of communication as evidenced by: 100% of staff utilizing a parent communication platform such as Dojo or Bloomz to keep parents informed of student progress. In addition, teachers of students in grades 4-6 will provide progress reports at the mid point each trimester to better monitor progress, increased responses and participation in surveys. Ninety percent of parents will attend at least two parent teacher conferences and a community outreach activity as measured by attendance sign in sheets connected to flyers and advertising of parent centered events. Efforts to track attendance at events beyond PTA, SSC, ELAC, and conferences will be made to better measure overall involvement.

Identified Need

Parent involvement has improved on some fronts this year, however, our student attendance needs improvement particularly with our transitional and special education students. We continue to need improved participation with our ELAC community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Meeting agendas, minutes, notes, etc.distribution lists	All meeting information such as agendas, minutes, notes, and outcomes will be communicated for each meeting and to all participating/effectd parties	Staff, parents, and constituents will be informed of all events as measured with 100% distribution of information to designated participants
Attendance sign in sheets	We had over 90% attendance at parent conferences and would like increase to 95%	95% parent participation in parent teacher conferences.
Flyers, Banners, Invitations, Message board and ticket counts	We will notify parents of events by sending home flyers, posting banners, and filling in the message board and will measure participation through door tickets and counters.	Establish a baseline of attendance to build upon for the next year.

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 but with a particular emphasis on the parents or guardians for students in our designated subgroups.

Strategy/Activity

Parents and staff will attend monthly School Site Council meetings, ELAC (English Learners Advisory Committee meetings, and Title I meetings including program offerings, training sessions about the role of SSC members, assessments, and data.

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.

1,373

Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with a emphasis on our designated sub groups.

Strategy/Activity

Due to budget constraints, we had to terminate our Account Clerk position as of November 1, 2020. Position was to aid in site needs related to Federal Program Monitoring, schedules, data collection, testing, and communication of events, programs, achievement, etc. \$11,974 was expended to November 1, 2020.

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.

41,463

LCFF Supp/Con

0

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 but with an emphasis on our designated sub groups.

Strategy/Activity

Hold Parent conferences each fall to provide a clear outline of each student's academic progress toward grade level standards and respond with appropriate interventions; spring conferences will be scheduled as necessary. In addition, parent contact will occur by phone, letter, or individually scheduled conferences as necessary.

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.

0

LCFF Supp/Con

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All sixth grade students with additional emphasis on our English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

Middle school counselors will meet with sixth grade students to provide a smooth transition to middle school and plan their course pathway. Students will attend Falcon Days provided by the middle school, and an informational meeting for parents will be held one night in the spring as well.

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.

0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with emphasis English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

Encourage all parents to participate in decision related to the education of their children by offering parent meetings and informational events, making recommendations, allowing volunteering at school, encouraging participation in their children's classes, observing and chaperoning class activities, and becoming members of school committees such as ELAC, SSC, and PTA.

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.

0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

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.

0

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

Update website, Facebook page, and other electronic forms of communication by utilizing social media.

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.

0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

The school will use various means to provide parents with timely information such as newsletters, flyers, handouts, phone calls, home visits, and informational meetings. Swift K-12 will be used to ensure that all parents receive all oral information and reminders about school events, parent meetings, and student activities. Communications folders will be used in all classrooms to increase communication between school and home.

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.

Title I Part A: Parent Involvement

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English learners and families for whom English is not the primary language.

Strategy/Activity

The school will make every effort to provide and disseminate information related to school/district, parent programs, parent meetings, and committee meetings in a form and language that parents understand through the use of multiple means and our bilingual instructional assistant as well as translators on site or provided by the district.

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.

0

District Funded

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Socioeconomically disadvantaged.

Strategy/Activity

Provide support and necessary supplies for student, parent and community events specifically family curricular nights, Back to School Night, Open House and all award and incentive programs.

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.

1,000

LCFF Supp/Con

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All incoming kindergarten students with an emphasis on English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

Kindergarten Enrollment 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.

710

Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

English learners, including those in special education, and the families for whom English is not the primary language.

Strategy/Activity

Bilingual Instructional Assistant and other translator to be available during parent teacher conferences, IEP, SST, and ELAC meetings to translate. They will also translate for parent training.

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.

1500

Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

English learners.

Strategy/Activity

Conduct four or five regular ELAC meetings during the academic year. Plan the agenda in advance with ELAC board. Ensure that the School Site Council has representation from EL parents or regularly informs the ELAC.

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.

0

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.

Implementation is in progress. We had better than anticipated attendance at fall conferences (+95%) considering the switch to remote conferences. This is an improvement from our spring conferences for the 2019/2020 school year. Our ELAC participation is still lower than we would prefer although we had 6 members at our first meeting. Year before last we also had better turn out at Back to School Night as we offered food. We plan to return to that strategy this year.

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

Transferred our Account Clerk from Title I to Supplemental Concentration to comply with state requirements. English Learners and parent communication. Parent involvement included a Parent Information Night, communication folders, handouts, phone calls, SSC, ELAC and PTA meetings.

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 need to focus on building our ELAC membership and also getting higher participation at our parent/family informational event nights.

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

Develop the capacity of all staff to meet the academic needs of all students.

Goal 3

Teachers will attend and participate in Ninety-four percent of professional development opportunities including Common Minimum Days and will participate in grade level collaboration meetings weekly (3 times per month on Average). All school administrators will complete professional development once a month at principals forum. Vertical articulation opportunities will be provided particularly for the transitional years between 3/4 and then again at 6th grade.

Identified Need

We need to target professional development toward math instruction/assessment, working with students who are trauma informed, and ways to improve attendance so that students are present to benefit from the improved instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
attendance rosters/sign in sheets	Teachers will participate in the provided common minimum days as well as in the collaboration time with 96% consistent documented participation	Maintain 96% participation with 98% of the collaboration notes turned in a completed with clear goals and strategies.
Seminar notes and presentations	Teachers who participate in outside training will provide staff training and information of beneficial information.	Staff will train each other and share learning every time training is received.

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

A common calendar is developed where monthly collaborative professional development opportunities are provided to staff.

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.

0	
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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

Staff and administration participate in state, county, and site staff development opportunities to support SPSA goals and action steps.

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.

9,566	Title I
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93	LCFF Supp/Con
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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

Staff will engage in Professional Learning Communities (PLC) processes to analyze data and develop lessons to meet CCSS.

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.

0	Title I
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Struggling learners.

Strategy/Activity

Training will be offered in PLC process and RTI Tier II and Tier III programs to support positive collaboration leading to increased student performance offered by district and site leaders provided at staff meetings.

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.

0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, foster youth, socioeconomically disadvantaged, those who have had trauma, and struggling learners including those in special education.

Strategy/Activity

Professional consultant for professional development services related to CCSS instruction.

Proposed Expenditures for this Strategy/Activity

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

0 District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All struggling learners with an emphasis on English learners, foster youth, socioeconomically disadvantaged, trauma informed, and special education.

Strategy/Activity

Use technology as a tool to support standards based instruction and intervention to support RTI.

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.

0 Title I

0 LCFF Supp/Con

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education.

Strategy/Activity

Utilize computer for Mystery Science.

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.

999

LCFF Supp/Con

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education.

Strategy/Activity

Computer IA will support multimedia: hardware and software, tutorials and trouble shooting.

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.

0

District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education.

Strategy/Activity

Maintain and update technology Chromebooks, Think Pads, Desktops, iPads, projectors, document cameras, printers, ear buds and mice.

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.

43,699

Title I

1,053

LCFF Supp/Con

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

Offer bi-monthly STEAM experiences to students grades 5-6 in an after school setting.

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.

0

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Develop community partnerships with Allan Hancock College, Lockheed Martin, and other community businesses and educational institutions.

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.

0

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

Develop and maintain outdoor learning to include garden instruction and various grounds activities in a way to instruct using NGSS.

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.

0

LCFF Supp/Con

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

Develop STEAM rotations and build design challenges at each grade level to ensure STEAM instruction is integrated into the daily schedule of all students K-6.

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.

0

LCFF Supp/Con

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education.

Strategy/Activity

Utilize grade level data teams throughout the year at regular intervals to monitor student progress and effectiveness of instruction and intervention and to adjust instruction and intervention as necessary.

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.

0

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Staff and develop schedules using appropriate instructional minutes for physical education, implement schedule and program and support additional professional development for SPARK.

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.

0

District Funded

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Provide art, music, or dance lessons through Children's Creative Project.

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.

0

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

4th-6th grade levels will be offered opportunities to participate in Battle of the Books literature circles with library/media specialist and teacher lead.

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.

0

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Reading Night, Math Night Battle of the Books, Math Super Bowl, GATE Game Night, County Spelling Bee, and/or other activities/opportunities to learn for all students.

Proposed Expenditures for this Strategy/Activity

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

0

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

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.

95% of our teachers have attended 100% of the PD opportunities. PLC participate continues to need refinement and collaborative grade level wide strategies continue to need development.

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

We continue to have two staff members with irregular attendance but we are working on plans to coordinate appointments in order to allow attendance at meetings and trainings.

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.

With individual growth not matching the overall growth there is clearly room to improve how lessons can be universally designed to ensure that ALL students improve.

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 respectful learning environment for students and staff.

Goal 4

All students will participate in the Positive Behavior Intervention Strategies such as SecondStep and Building Effective Schools Together (B.E.S.T.) program to support positive student behavior by participating in class lessons as well as school wide events and incentive programs.

Identified Need

We plan to increase our PBIS training and implementation in the 2020-2021 school year as well as continue to utilize the SecondStep curricula. While we have seen a drop in negative behaviors this year, it is an area that can always be improved upon. The staff have identified the need for a clear and updated school wide discipline structure.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
BEST/ Tickets Awards give outs	Students will be recognized at least weekly for behaviors that are reflective of our BEST practices.	At least twice a week students will receive positive incentives and recognition of positive behaviors.
Assembly plan and schedule	Students will attend character assembly as well as B.E.S.T. expectations assembly	All students will have a clear understanding of the rules and expectations for success
SecondStep lessons and announcements	Students will hear daily announcements on character and self regulation as well as receiving lessons on strategies for improving self advocacy	95% of students will be able to identify their emotional state and name at least three strategies for self regulation

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 for safety of staff and students. Update School Safety Plan/Safe School Plan by November. Staff, parents, community members, & safety officers will approve the plan. Work with district and city to ensure crossing guard availability for busy intersections.

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.

District Funded

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

Students will receive anti-bullying assemblies and continue to be educated on ways to prevent bullying through various programs.

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.

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

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

Led by PE Teacher, students will have organized game activities during recess times to prevent unsavory behaviors and develop sportsmanship and inclusion.

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.

District Funded

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

BEST program continues to be implemented and with new gusto this year. The B's continue with a ticket program and weekly drawings for incentives. Morning announcements and monthly character traits also continue.

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.

0 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

Participate in Bus Evacuation Drill for all students.

Proposed Expenditures for this Strategy/Activity

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

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

All students will be educated in learning environments that are safe, drug free, and conducive to learning. Students will receive a specified number of lessons on drugs (K- 6th), violence (5th & 6th), as materials available.

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.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students in kinder through 5th grade.

Strategy/Activity

Students grades K-5 will be educated in conflict resolution and character building strategies.

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.

Parent Teacher Association/Parent Faculty Club
(PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, foster youth, socioeconomically disadvantaged, and trauma informed students.

Strategy/Activity

A Family Service Agency Counselor will provide counseling, ans referred, and as funds permit, two days per week as scheduled.

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.

19,965

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Improvement in school aesthetics via rugs, chairs, desks, blinds, etc., as funding allows with a plan to refurbish school over a ten year period.

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.

0

LCFF Supp/Con

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

Provide assembly on character and anti-bullying.

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.

Parent Teacher Association/Parent Faculty Club
(PTA/PFC/PTSO, PTO, etc.)

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.

Suspensions are notably down this year as is the overall number of referrals. This could be in part due to the addition of the social skills curricula along with some professional development that was provided last summer and then touched upon throughout the school year.

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.

Again, the final data for the year is not yet available, but will be reflected upon as the goals for 2019/2020 get refined based upon the complete data picture.

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

Maximize academic achievement of all students with performance at or above grade level in ELA and math; and reduce disparity in levels of achievement among low income, English learners, and foster youth.

Goal 5

90% of students will maintain or show growth on the SBAC assessment in ELA. and Math identified subgroups (English Learners, Socio-economically Disadvantaged, and Foster youth) will make 6% growth. Progress toward goal attainment will be monitored each trimester. Furthermore, 8% of EL students will be re-designated Fluent English Proficient and 10% of students increase at least one proficiency level according to overall CELDT and ELPAC scores. In addition, EL students will show a 6% average increase in the number of students ranking 50 percentile or above in ELA reading skills scores as measured by Renaissance Early Literacy (K-1) or STAR Reading Assessment Proficiency Report (2-6) and a 5% increase in number of students meeting standard or exceeding standard in the SBAC assessment.

Identified Need

We continue to need to make gains that close the achievement gap. How much so is difficult to assess at this time as we are awaiting the current data. Regardless, large enough percentage of students are not meeting standard to safely state that it continues to be a need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	To improve scores for this subgroup by 8% in both ELA and math	This would bring our proficient rate to 26% in ELA and 17% in math
STAR Testing	To improve scores by 4% in both ELA and math on average among this subgroup	We want to see 48% reading within a year of grade level and 58% within a year of grade level in math.
ELPAC and reclassification documentation	To improve not only test scores, but classroom performance as well as other reclassification factors to increase the numbers of reclassified students by another 6%	Of our 69 EL students we hope to reclassify a minimum of 6 as fully English proficient.

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 with an emphasis on English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education.

Strategy/Activity

Dedicate time at grade level teams to delve into the data.

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.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education students with an emphasis on

Strategy/Activity

Training and staff development materials will be researched, planned, and carried out to help provide teachers with research based, and success proven pedagogical methods.

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.

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education students

Strategy/Activity

A "task force" within the faculty will be created and convene regularly to monitor progress and look at systemic changes that can go into effect in the future to better assure that changes are lasting and success is ongoing.

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.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with an emphasis on students within our identified sub-groups.

Strategy/Activity

Student progress monitoring.

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.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English learners.

Strategy/Activity

Subgroup students not meeting standard: A) PTS teacher and bilingual instructional assistant for small group instruction for EL students in grades K-6 : PTS teacher for 5.25 hours for 180 days and Bilingual aide 4 hours for 180 days. B) EL students not making expected progress may participate in extended intervention programs.

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.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners.

Strategy/Activity

Evaluate and monitor individual student's progress using the District Evaluation Matrix of English Language Development (ELD) Standards to target ELD instruction according to the student's grade level and ELD proficiency level. Provide integrated and designated EL support to all students who are EL.

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.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners.

Strategy/Activity

Attend ELPAC training.

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.

District Funded

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.

Falcon Day canceled by LVMS

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

All data is as yet available.

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.

All data is not yet available. Once the latest test scores are available we will analyze progress and modify goals as needed to better reflect the current outcomes.

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 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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.

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 7

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.

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 8

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.

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 9

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.

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 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$101,538
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$188,008.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	123,386	0.00
LCFF Supp/Con	63,249	0.00
Title I Part A: Parent Involvement	1,373	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF Supp/Con	63,249.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
Title I	123,386.00
Title I Part A: Parent Involvement	1,373.00

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
Becky Sausker	Principal
Nancy Wear	Classroom Teacher
Jillian Quinn	Classroom Teacher
Terry Whaley	Classroom Teacher
Elizabeth Chapman	Other School Staff
Anna Quinonez	Parent or Community Member
Martin Bender	Parent or Community Member
Bianca Lopez	Parent or Community Member
Krista Huyck	Parent or Community Member
Tanya Baird	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: Site Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 11/10/2020.

Attested:

Principal, Becky Sausker on
SSC Chairperson, Nancy Wear on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Miguelito Elementary SSC Meeting - Agenda

Date: November 10, 2020
Start Time: 3:00 PM

Location: Zoom
Proposed End Time: 4:00 PM

SSC members-Staff: Becky Sausker, Nancy Wear, Jillian Quinn, Terry Whaley, Elizabeth Chapman. **Parents:** Anna Quinonez, Martin Bender, Bianca Lopez, Martin Bender, Krista Huyck, Tonya Baird Alternate Parents: Claire Payne Alexander Hibbs

Agenda Item	Action Required	Responsible Person	Time Limit
Call the meeting to order	None	Chairperson	1 minute
Roll call	None	Secretary	1 minute
Changes/additions to the agenda	None	Chairperson	2 minutes
Approval of minutes	None	Chairperson	10 minutes
Committee Report	1) None		10 minutes
Public Comment	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another SSC meeting.	Chairperson	10 minutes
New business	1) Welcome newly elected parents & Teachers 2) Elect positions: Chairperson, Secretary 3) Needs Assessment 4) Review & approve Safe School Plan 5) Review & approve School Plan 6) Proposed agenda items for next meeting 7) Set and confirm meeting dates.	Principal	45 minutes
Next meeting	Proposed date Wednesday, February 12, 2020	Principal	2 minutes
Adjournment	Approval to adjourn the meeting	Chairperson	1 minute