

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
Fischer Middle School	43693696046148	May 21, 2020	June 25, 2020

Purpose and Description

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

Schoolwide Program
Comprehensive 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.

The purpose of the school's plan is to document the efforts that will support all Fischer students to increase student achievement, decrease chronic absenteeism, and decrease suspensions. This will be done through the collaboration between the school, district, and parents. These efforts are aligned with the LCAP, CSI, and Title 1 program. Through these programs and by completing a needs assessment with stakeholders, students will have access to a basic skill center, interventions, test prep and other assistance as needed.

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).

Throughout the year, students, parents, and staff have an opportunity to provide feedback to administration. Additionally, parents are always notified of parent cafes, school site council/ELAC meetings, and other school functions to share their feedback with administration and/or staff.

Fischer also administers the ARUSD coordinated Panorama survey to students, and staff:

2020 Student Climate Survey Results (241 responses)

Knowledge and Fairness of Discipline, Rules and Norms: 69% favorable

Climate of Support for Academic Learning: 73% favorable

Sense of Belonging (School Connectedness): 56% favorable

Safety: 57% favorable

2020 Staff Survey (16 responses)

Knowledge and Fairness of Discipline, Rules and Norms: 72% favorable

Climate of Support for Academic Learning: 83% favorable

Safety: 43% favorable

Sense of Belonging (School Connectedness): 65% favorable

Classroom Observations

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

Classroom observations are conducted by the administrator and focused on three areas: Learners, Instruction and Rigor, and safe environment and appropriate materials. Examples of the following focus include but are not limited to:

Learners: Engagement, active listening and participation in whole and small groups, student use of academic language as stated in the objective. The use of technology being used by teachers in fostering a student centered classroom.

Instruction and rigor: use cognitive and linguistic functions such as compare/contrast, cause and effect, proposition and support. Use of various sentence frames, practice of academic language, flexible use of language.

Safe environment and materials: content and language goals are stated and posted in the classroom, bricks and mortar (word bank, sentence stem, writing template), think alouds, graphic organizers, use of manipulatives, and clear classroom procedures.

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)

Fischer administration and teachers use student achievement data from CAASP, CPM benchmarks for Math, ELPAC, i-Ready, E3D and quarterly report cards in order to modify instruction frequently to improve student achievement data.

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

Fischer teachers engage in ROCI, Results Oriented Cycles of Inquiry in a systematic way. Teachers collaborate by grade levels and content areas to deepen their knowledge of curriculum, instruction, assessment, as well as constantly monitor student progress towards the acquisition of standards mastery. Teachers administer different assessments to inform instruction and use Data Zone, iReady, and "Illuminate" for data management system. Teachers can access their students' performance data on a daily basis. Teachers can compare their students' data to school-wide, district, state and national to determine student performance and monitor goal attainment. This information can guide their efforts to provide individualized instruction and differentiation responsive to their students' assessed needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Fischer teachers meet the requirements for highly qualified staff.

Ongoing professional development on site includes but is not limited to: EL strategies, Restorative Justice, mapping essential standards, VILS Module and Ed Tech Teacher PD, and New Tech Network.

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

Fischer teachers are trained on Study Sync, TCI, and CPM curriculum. New teachers to Fischer are trained on the SBE adopted curriculum during their first year.

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

Fischer staff engages in a variety of professional development opportunities throughout the school year such as professional learning communities for teachers in areas of RLA, Math, EL strategies, Restorative Justice, mapping essential standards, VILS Module, Ed Tech Teacher PD, and New Tech Network.

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

Administration provides instructional assistance and support for teachers via formal and informal observations throughout the school year. BTSA and district and site instructional coaches offer support to teachers in RLA or math.

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

Fischer teachers are given some collaboration time in grade level/content areas on Tuesdays. Faculty has teacher led collaboration time every Thursday which is our early student release day. Teachers are also released during the school year for grade level collaboration at least once a semester. Teachers will also be provided opportunities throughout the year to collaborate beyond the instructional day via paid extended duty.

Teaching and Learning

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

Fischer Middle School follows all ARUSD and California Department of Education mandated assessments. Our instructional staff teaches the California State Content Standards and has implemented a series of formative assessments to determine student learning goals and develop interventions necessary to promote success.

Data Zone and Illuminate data systems and i-Ready software have been standardized in the District and is used at Fischer Middle School to determine appropriate academic interventions for mathematics and English/Language Arts.

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

Instructional minutes are set forth by the collective bargaining agreement between the district and teachers' union and are aligned with state expectations.

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

Fischer teachers are provided a suggested pacing by the district for Study Sync and the CPM curriculum comes with a pacing guide. Identified students are given an ELD class in addition to their core content class.

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

The district, in partnership with site teacher leaders work collaboratively to ensure that we have the necessary amount of materials to ensure all students have access to the curriculum.

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

The district and site leadership work collaboratively to adopt and implement state adopted instructional materials.

Teachers

supplement instructional materials with a wide range of information (primary sources, computer based appropriate websites, etc.) making the concepts relevant to students' lives.

Opportunity and Equal Educational Access

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

Research shows that when intervention is optional (before or after school) students tend to opt out of services. We are accommodating that by building time into our normal day's schedule to address intensive learning needs. For example, teachers are providing time for students to complete lessons in RLA and math classes each week using IXL.

Evidence-based educational practices to raise student achievement

Administration participates in the Instructional Leaders Professional Learning Community at least once a month. During these meetings, instructional leaders are provided research based educational practices to help inform our instructional pedagogy in assisting teachers with ELLs, SPED, etc. These practices include but not limited EL strategies, instructional shifts in ELA and Math, and the 4 C's.

Parental Engagement

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

Fischer has a Parent/Community Liaison who supports outreach to parents, district recruitment efforts to enroll new or returning students Alum Rock, and facilitate parent meetings. Our parent/community liaison also connects parents and families to appropriate resources in the community as well as bridge communication between school to home.

Additionally, the

parent/community liaison will encourage and coordinate parent education and involvement in various school programs and other activities, perform liaison duties between school and parents at Fischer, refer families to local agencies or school services as appropriate, prepare and maintain related records and reports and facilitate family participation in various activities; identify and encourage recruitment of parent volunteers.

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)

We work with our parent/community liaison to increase parent involvement in the daily operations of the school site.

We also

work with some of our parent community within our School Site Council (SSC) to assist us with developing our school goals and the alignment of monetary resources to ensure we meet those goals. Parents are invited to meet with the administration at the monthly parent cafes either in the morning session or afternoon session. Parents are also encouraged to participate in the PTO.

Additionally, Fischer has an instructional leadership team that includes a teacher from each of the committees, PE, and SPED.

Funding

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

We have an amazing City Year program that help students that are trying to master the English Language and math standards. They work with students in their content classes during the instructional day and in their extended learning time classes outside the school day. During after school time, City Year provides opportunity for homework support and access to their STEAM curriculum for all students in the after school program.

Fiscal support (EPC)

Fischer receives support from appropriate district office departments to ensure that we spend monetary resources with fidelity to assist students in improving their academic achievement..

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

Parents are involved in the SPSA process and annual review and update. In the 2019-20 school year the SSC/ELAC has met five times to discuss the budget, academic programming, and to participate in the the needs assessments at Fischer.

Stakeholder Engagement: Teams were made up of staff, ILT, and School SSC/ELAC. All staff was welcome to participate in all meetings. The SSC/ELAC committee was made up of 4 teachers, 5 parents, 1 other staff member, and 1 administrator.

A shared learning opportunity meeting was held and staff members attended to provide input on the root causes and key drivers. Our ILT met to discuss the needs assessment data and key drivers.

Needs assessment surveys were provided to staff to gather their input on current programs, root causes, and key drivers for the 2020-21 school year. One on one meetings were also held with staff to gather input on school needs.

Resource Inequities

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

Teacher Quality - in collaboration with HR, we work to ensure that all teachers are highly qualified and are assigned to the appropriate content area.

Instructional time and content- the master schedule will reflect student needs (i.e ELD)

Diverse & Inclusive school - the school will continue to work with students, staff, parents, outside agencies, district office to ensure that schools are safe and inclusive

School Leadership - in collaboration with HR, we work to ensure that administrators are highly qualified.

Parent Engagement - there will be opportunities for parents to engage in various school activities such as but not limited to STEAM, literacy, educational technology workshops, and family themed events that address other topics such as culture, climate and absenteeism

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	0.31%	%	0%	1		0
African American	2.80%	5.54%	4.65%	9	16	14
Asian	7.79%	9%	7.31%	25	26	22
Filipino	1.87%	0.35%	1%	6	1	3
Hispanic/Latino	83.80%	81.66%	85.05%	269	236	256
Pacific Islander	1.87%	2.77%	1.33%	6	8	4
White	1.25%	0.69%	0.66%	4	2	2
Multiple/No Response	%	%	0%			0
Total Enrollment				321	289	301

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	112	85	88
Grade 7	81	121	94
Grade 8	128	83	119
Total Enrollment	321	289	301

Conclusions based on this data:

1. Enrollment is declining due to various reasons such as but not limited to high cost of living, charter school options.

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	115	118	127	35.8%	40.8%	42.2%
Fluent English Proficient (FEP)	140	107	107	43.6%	37.0%	35.5%
Reclassified Fluent English Proficient (RFEP)	18	10	19	16.2%	8.7%	16.1%

Conclusions based on this data:

1. There needs to be more consistent English Language supports for our ELLs.
2. Almost all SWDs are also ELLs. Therefore, their reclassification rate may be hindered because of SLD.

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 6	90	115	97	84	111	93	84	111	92	93.3	96.5	95.9
Grade 7	128	80	123	121	77	117	121	77	117	94.5	96.3	95.1
Grade 8	151	127	88	147	127	87	147	127	87	97.4	100	98.9
All Grades	369	322	308	352	315	297	352	315	296	95.4	97.8	96.4

* 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 6	2460.	2438.	2442.	3.57	1.80	2.17	17.86	10.81	14.13	33.33	29.73	29.35	45.24	57.66	54.35
Grade 7	2516.	2465.	2491.	9.92	2.60	1.71	24.79	10.39	25.64	31.40	28.57	24.79	33.88	58.44	47.86
Grade 8	2517.	2499.	2488.	4.08	5.51	1.15	24.49	15.75	19.54	30.61	29.13	27.59	40.82	49.61	51.72
All Grades	N/A	N/A	N/A	5.97	3.49	1.69	23.01	12.70	20.27	31.53	29.21	27.03	39.49	54.60	51.01

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 6	4.76	5.41	5.43	42.86	31.53	36.96	52.38	63.06	57.61	
Grade 7	14.05	3.90	1.71	44.63	31.17	47.86	41.32	64.94	50.43	
Grade 8	8.84	11.02	3.45	41.50	36.22	39.08	49.66	52.76	57.47	
All Grades	9.66	7.30	3.38	42.90	33.33	41.89	47.44	59.37	54.73	

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 6	9.52	3.60	2.17	42.86	39.64	48.91	47.62	56.76	48.91
Grade 7	14.88	6.49	9.40	58.68	42.86	58.97	26.45	50.65	31.62
Grade 8	10.20	8.66	6.90	50.34	49.61	54.02	39.46	41.73	39.08
All Grades	11.65	6.35	6.42	51.42	44.44	54.39	36.93	49.21	39.19

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 6	8.33	2.70	4.35	48.81	45.05	47.83	42.86	52.25	47.83
Grade 7	8.26	1.30	6.84	55.37	38.96	51.28	36.36	59.74	41.88
Grade 8	7.48	5.51	2.30	58.50	53.54	55.17	34.01	40.94	42.53
All Grades	7.95	3.49	4.73	55.11	46.98	51.35	36.93	49.52	43.92

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 6	9.52	10.81	9.78	52.38	42.34	43.48	38.10	46.85	46.74
Grade 7	17.36	7.79	9.40	52.89	51.95	44.44	29.75	40.26	46.15
Grade 8	14.97	14.17	10.34	48.30	46.46	49.43	36.73	39.37	40.23
All Grades	14.49	11.43	9.80	50.85	46.35	45.61	34.66	42.22	44.59

Conclusions based on this data:

1. 21.96% of students met/exceeded standard on the 2019 SBAC assessment.
2. Overall, all grade levels improved in proficiency as compared to 17-18 data.

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 6	90	115	97	88	114	96	88	114	96	97.8	99.1	99
Grade 7	128	80	124	126	79	123	126	79	123	98.4	98.8	99.2
Grade 8	151	127	87	150	127	87	150	127	87	99.3	100	100
All Grades	369	322	308	364	320	306	364	320	306	98.6	99.4	99.4

* 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 6	2440.	2440.	2426.	3.41	1.75	0.00	7.95	7.02	9.38	19.32	27.19	27.08	69.32	64.04	63.54
Grade 7	2489.	2476.	2486.	5.56	5.06	3.25	22.22	15.19	17.07	22.22	27.85	34.15	50.00	51.90	45.53
Grade 8	2475.	2488.	2473.	10.67	10.24	8.05	12.00	10.24	6.90	14.00	18.11	20.69	63.33	61.42	64.37
All Grades	N/A	N/A	N/A	7.14	5.94	3.59	14.56	10.31	11.76	18.13	23.75	28.10	60.16	60.00	56.54

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 6	5.68	4.39	4.17	18.18	14.04	28.13	76.14	81.58	67.71
Grade 7	10.32	8.86	8.94	32.54	25.32	30.89	57.14	65.82	60.16
Grade 8	13.33	11.81	8.05	18.00	21.26	22.99	68.67	66.93	68.97
All Grades	10.44	8.44	7.19	23.08	19.69	27.78	66.48	71.88	65.03

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 6	3.41	4.39	0.00	27.27	30.70	21.88	69.32	64.91	78.13
Grade 7	9.52	7.59	6.50	38.10	39.24	43.09	52.38	53.16	50.41
Grade 8	10.67	13.39	5.75	25.33	38.58	32.18	64.00	48.03	62.07
All Grades	8.52	8.75	4.25	30.22	35.94	33.33	61.26	55.31	62.42

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 6	4.55	2.63	2.08	32.95	35.96	29.17	62.50	61.40	68.75
Grade 7	12.70	6.33	4.88	51.59	49.37	59.35	35.71	44.30	35.77
Grade 8	10.00	12.60	10.34	37.33	36.22	49.43	52.67	51.18	40.23
All Grades	9.62	7.50	5.56	41.21	39.38	47.06	49.18	53.13	47.39

Conclusions based on this data:

1. 85% of students performed below standard in 18-19
2. Over the past three years a high percentage of students are performing below standard.
3. 15.35% of students met/exceeded standard on the 2019 SBAC assessment.

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 6	1494.2	1490.8	1483.2	1484.5	1504.7	1496.6	41	42
Grade 7	1513.4	1521.9	1507.1	1521.9	1519.1	1521.5	36	42
Grade 8	1505.2	1529.5	1493.5	1528.1	1516.5	1530.5	32	32
All Grades							109	116

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
6	*	2.38	41.46	38.10	*	16.67	29.27	42.86	41	42
7	*	11.90	52.78	38.10	30.56	30.95	*	19.05	36	42
8	*	15.63	40.63	28.13	*	43.75	*	12.50	32	32
All Grades	*	9.48	44.95	35.34	23.85	29.31	22.02	25.86	109	116

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
6	*	23.81	39.02	30.95	26.83	16.67	*	28.57	41	42
7	*	35.71	52.78	23.81	*	26.19	*	14.29	36	42
8	40.63	34.38	*	25.00	*	28.13	*	12.50	32	32
All Grades	28.44	31.03	41.28	26.72	17.43	23.28	12.84	18.97	109	116

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
6		0.00	*	9.52	34.15	38.10	53.66	52.38	41	42
7	*	2.38	*	16.67	38.89	42.86	38.89	38.10	36	42
8	*	6.25	*	15.63	*	34.38	40.63	43.75	32	32
All Grades	*	2.59	17.43	13.79	33.03	38.79	44.95	44.83	109	116

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
6	*	4.76	58.54	57.14	29.27	38.10	41	42
7	*	14.29	69.44	54.76	*	30.95	36	42
8	*	6.25	43.75	59.38	*	28.13	32	30
All Grades	19.27	8.62	57.80	56.90	22.94	32.76	109	114

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
6	46.34	40.48	41.46	35.71	*	21.43	41	41
7	63.89	57.14	33.33	28.57	*	14.29	36	42
8	50.00	43.75	*	43.75	*	12.50	32	32
All Grades	53.21	47.41	35.78	35.34	11.01	16.38	109	115

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
6	*	0.00	*	21.43	80.49	73.81	41	40
7	*	2.38	*	33.33	75.00	52.38	36	37
8	*	15.63	34.38	25.00	56.25	46.88	32	28
All Grades	*	5.17	19.27	26.72	71.56	58.62	109	105

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
6	*	7.14	78.05	61.90	*	28.57	41	41
7	*	2.38	86.11	78.57	*	19.05	36	42
8	*	0.00	78.13	90.63	*	9.38	32	32
All Grades	*	3.45	80.73	75.86	14.68	19.83	109	115

Conclusions based on this data:

1. Overall there was an increase in students performing at level 1 in 18-19 vs the 17-18 school year.
2. There a noticeable decrease in the number of students performing at level 3 or higher from the 17-18 school to 18-19.

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
289	93.4	40.8	0.7

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	118	40.8
Foster Youth	2	0.7
Homeless	2	0.7
Socioeconomically Disadvantaged	270	93.4
Students with Disabilities	46	15.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	5.5
Asian	26	9.0
Filipino	1	0.3
Hispanic	236	81.7
Pacific Islander	8	2.8
White	2	0.7





Conclusions based on this data:

1. Though enrollment is declining, the student diversity remains the same.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 508 360 535">Red</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="782 508 837 535">Red</p>	<p data-bbox="1177 426 1404 457">Suspension Rate</p>  <p data-bbox="1253 508 1328 535">Green</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="305 707 360 735">Red</p>		

Conclusions based on this data:

1. In ELA Hispanic student group declined in scores by 0.2 points (81.3 points below standard) and are performing in the Red band which qualified us for CSI.
2. Math performance declined in all subgroups.
3. Suspensions decreased in 18-19 and chronic absenteeism increased by 2.3%.

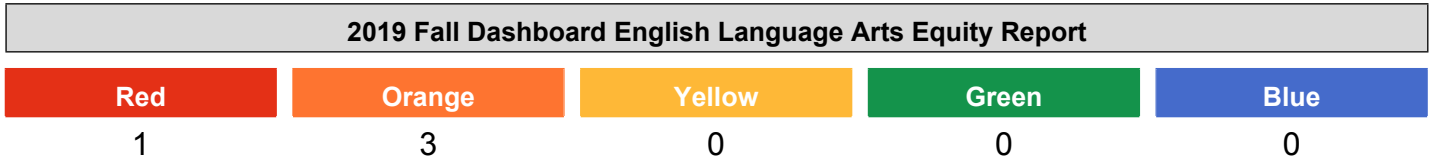
School and Student Performance Data

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>  Red 72.5 points below standard Maintained ++2.7 points 273	<p>English Learners</p>  Orange 101.3 points below standard Increased ++5.4 points 169	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Orange 75 points below standard Increased ++4.6 points 257	<p>Students with Disabilities</p>  Orange 144.5 points below standard Increased ++5.4 points 46

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 56.4 points below standard 16	 No Performance Color 0 Students	 No Performance Color 35.9 points below standard Increased Significantly ++20.3 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 81.3 points below standard Maintained -0.2 points 222	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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
132.9 points below standard Increased Significantly ++19.1 points 95	60.6 points below standard Declined -7.2 points 74	49.7 points below standard Increased ++3.6 points 62

Conclusions based on this data:

- 72.5 scale score pts. below proficiency in ELA. There is a need for ELA intervention for students.
- School-wide ELA scale scores are below proficiency. Our Hispanic subgroup is in the red as ELs, SWD, and SED are in the orange zone. .

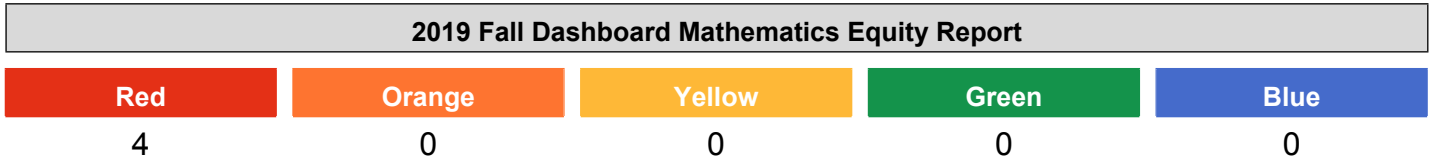
School and Student Performance Data

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>  Red 98.1 points below standard Declined -3.6 points 274	<p>English Learners</p>  Red 122 points below standard Declined -3.9 points 169	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Red 101.6 points below standard Maintained -2.3 points 258	<p>Students with Disabilities</p>  Red 169.6 points below standard Declined -11.9 points 46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 105.4 points below standard 16		 No Performance Color 29.4 points below standard Maintained ++1.6 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 109.2 points below standard Declined -6.3 points 222		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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
151.8 points below standard Increased ++6.4 points 95	83.8 points below standard Declined -13.3 points 74	90.2 points below standard Maintained ++1.8 points 62

Conclusions based on this data:

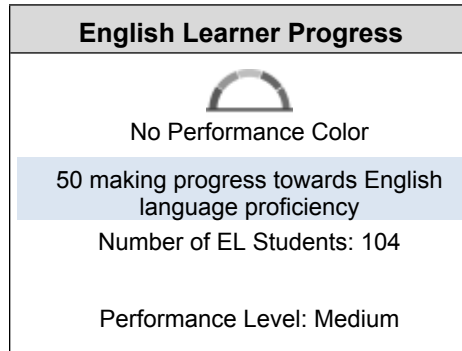
1. 15.35% of students met/exceeded standard on the 2019 SBAC assessment.
2. Overall all students are 98.1 scale score pts. below proficiency in Math. School-wide Math scale scores declined in all subgroups (red).
3. Math scores are 98.1 points below standard, which was a 3.6 point decline from 2018. Hispanic student group declined by 6.3 points (109.2 points below standard). Students with disabilities declined by 11.9 points from 2018.

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
16	36	1	51

Conclusions based on this data:

1. We are making progress with EL students as we are in the medium performance level per the California Dashboard progress indicator.

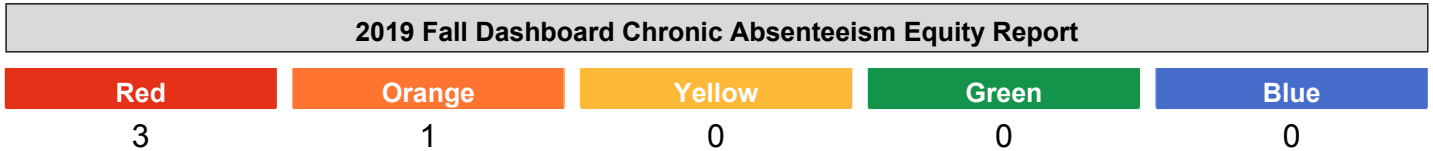
School and Student Performance Data

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>  <p>Red</p> <p>20.5</p> <p>Increased +2.3</p> <p>317</p>	<p>English Learners</p>  <p>Orange</p> <p>18.2</p> <p>Maintained +0.4</p> <p>137</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>8</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>20.5</p> <p>Increased +1.7</p> <p>298</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>30.8</p> <p>Increased +1.7</p> <p>52</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.8 Declined -9.8 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 10.7 Increased +6.7 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 21.5 Increased +2.3 261	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 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

Conclusions based on this data:

1. A closer look at our data revealed that the reason that our students are chronically absent was due to illness, family problems, and other reasons outside of the school's influence.
2. 20.5% of students were chronically absent in 2019. This was an Increase of 2.3% from 2018's 18.2%. 3 out of 4 subgroups (Hispanic, SWD, SED) increased chronically absenteeism. Thus, a correlation between student absences and the impact absences play on student academics.
3. ELLs maintained as compared to the other subgroups.

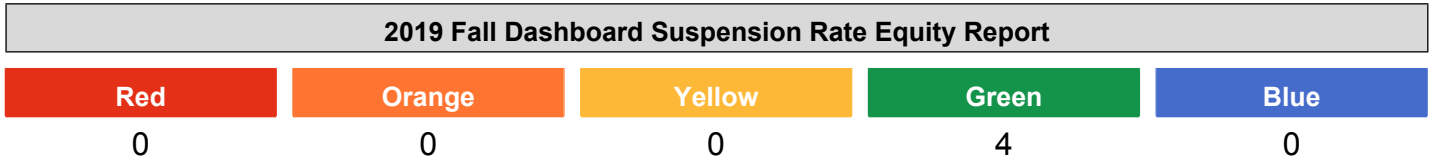
School and Student Performance Data

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>5.2</p> <p>Declined Significantly -10.3</p> <p>326</p>	<p>English Learners</p>  <p>Green</p> <p>5.7</p> <p>Declined -11.5</p> <p>141</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>4.9</p> <p>Declined Significantly -11.9</p> <p>304</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>7.4</p> <p>Declined -14</p> <p>54</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #d9e1f2; padding: 5px; text-align: center; margin: 5px 0;">11.8</div> Increased +4.6 17		 No Performance Color <div style="background-color: #d9e1f2; padding: 5px; text-align: center; margin: 5px 0;">0</div> Maintained 0 29	 No Performance Color Less than 11 Students - Data <div style="text-align: center; margin: 5px 0;">1</div>
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #d9e1f2; padding: 5px; text-align: center; margin: 5px 0;">5.2</div> Declined Significantly -12.8 268		 No Performance Color Less than 11 Students - Data <div style="text-align: center; margin: 5px 0;">9</div>	 No Performance Color Less than 11 Students - Data <div style="text-align: center; margin: 5px 0;">2</div>

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	15.6	5.2

Conclusions based on this data:

1. Suspension rate lowered to 5.2% in 18-19
2. All student groups declined in suspensions for 18-19 school year.

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 all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century

Goal 1

ELA AIM:

By June 2021, 80% of students will increase their scale score by 5 pts in ELA as measured by Spring 2021 SBAC data.

By June 2021, per the California dashboard we will increase our school wide scale score by a minimum of 5 pts or more from the 2019 results of 72.5 pts. below proficiency in ELA.

By June 2021, per the California dashboard we will increase the scale score of our Hispanic population by a minimum of 5 pts.

Math AIM:

By June 2021, 80% of students will increase their scale score by 5 pts in Math as measured by Spring 2021 SBAC data.

By June 2021, per the California Dashboard we will increase our scale score school wide by a minimum of 5 pts or more from the 2019 results of 98.1 pts. below proficiency in Math.

By June 2021, per the California Dashboard we will increase the scale score of all sub groups by a minimum of 5 pts or more.

Key Drivers: 1. If we deliberately plan instruction using the essential standards then learning will be more aligned and focused increasing the number of students meeting standard.
2. If we create a culture of collaboration among our a school community focused on planning, instruction and classroom consistencies then our teaching will be responsive to students needs then leading to student growth.
3. If we create a culture of consistent practices then students will have a better opportunity for success.

Identified Need

Basic Skills, Intervention, Instruction, Language, Classroom Environment, Parent Engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	72.5 scale score pts. below proficiency in ELA. 98.1 scale score pts. below proficiency in Math.	80% of students will increase their scale score by 5pts in ELA/Math as measured by Spring 2021 SBAC data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	School-wide ELA scale scores are below proficiency. Our Hispanic subgroup is in the red as ELs, SWD, and SED groups are in the orange zone. School-wide Math scale scores declined in all subgroups.	<p>By June 2021, per the California dashboard we will increase our school wide scale score by a minimum of 5 pts or more from the 2019 results of 72.5 pts. below proficiency in ELA.</p> <p>By June 2021, we will increase the scale score of our Hispanic population by a minimum of 5 pts or more.</p> <p>By June 2021, per the California Dashboard in Math we will increase our scale score school wide by minimum of 5 pts or more from the 2019 results of 98.1 pts. below proficiency in Math.</p> <p>By June 2021, we will increase the scale score of all sub groups by a minimum of 5 pts or more.</p>

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

Students will be offered and have access to intervention classes to increase their basic skills and use of technology to support 21st century learning for all students.

Students will be recognized for their academic growth and achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,037	<p>Title I 4000-4999: Books And Supplies Purchase materials, supplies, and necessary technology for classrooms so students may access curriculum. Technology to be purchased may be iPads, computers, laptops, LCD projectors. Also as needed, replace key components of classroom technology to utilize rich interactive resources in preparation for the transition to Smarter Balance Assessment System. (ex. of technology hardware: LCD projector bulbs, LCD projectors, pens etc.).</p>
2,000	<p>CSI Funding 1000-1999: Certificated Personnel Salaries Teachers will be given compensation to teach test prep for SBAC to students before or after school starting in January.</p>
1,500	<p>LCFF Supplemental/Concentration 4000-4999: Books And Supplies Purchase supplies to recognize students for honor roll, student of the month, good attendance, citizenship, academic improvements, and other incentives to build positive school culture in order to help reduce absenteeism and suspensions</p>
2,000	<p>CSI Funding 4000-4999: Books And Supplies Purchase intervention materials, and supplies, as needed for after school interventions.</p>
8,000	<p>CSI Funding 4000-4999: Books And Supplies Look into purchasing online intervention programs to better support student literacy and Math skills such as: NEWSELA, Listen Wise, IXL, Lexia Powerup and other programs which will provide access to data analysis, vocabulary development, Math skills, and assessments.</p>
4,750	<p>LCFF Supplemental/Concentration 4000-4999: Books And Supplies Instructional Materials and Supplies</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional developments and collaborations focused on increasing student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	CSI Funding 5800: Professional/Consulting Services And Operating Expenditures Math department will work collaboratively with the Silicon Valley Math Initiative this school year virtually or in person. Teachers will be provided with planning time by graded level, and will participate in coaching cycles. Substitute teachers may be required and teachers will be paid extended duty for any planning or meeting time after the instructional day.
3,000	CSI Funding 1000-1999: Certificated Personnel Salaries Teachers will be paid extended duty to collaborate virtually or in person within departments to plan, analyze assessments, backwards plan, mapping essential standards. After mapping the essential standards teachers will work on integrating those mapped out standards into their units.
5,000	CSI Funding 1000-1999: Certificated Personnel Salaries Academic counselor will be supervising and coordinating after school intervention programs virtually or in person throughout the school year.
0.00	CSI Funding 5800: Professional/Consulting Services And Operating Expenditures A partnership will be created with Santa Clara County Department of Education to provide professional developments virtually or in person focused on: EL Toolkit of Strategies, Vocabulary, Academic Language, Assessment, Systems and structures, language functions and language goals.
3,000	CSI Funding

	<p>1000-1999: Certificated Personnel Salaries Teachers will participate in professional developments virtually or in person with the Santa Clara County Department of Education by focusing on the following: EL Toolkit of Strategies, Vocabulary, Academic Language, Assessment, Systems and structures, language functions and language goals. Teachers will be paid extended duty for participating outside of the instructional day.</p>
2,000	<p>CSI Funding 5800: Professional/Consulting Services And Operating Expenditures Teacher on Special assignment (TOSA), Community Liaison, Principal, and Teachers will create a partnership between our families through virtual or in person meetings. Parents and families will be brought together to better inform them on how they can support their students on the following school wide academic focuses: essential standards being taught, Constructing Meaning, Echo, etc. Extended duty will be paid to participating staff.</p>
0.00	<p>New Tech Network Trainings virtual or in person: Teachers will be trained and supported with specific strategies for utilizing the New Tech Agency rubric. Teachers and staff will utilize the New Tech practice cards for student-centered learning practices. Teachers and staff will be trained and supported with specific strategies to use technology for differentiation and personalized instruction. Trainings will be provided by TOSA and or New Tech Coach.</p>
8,000	<p>CSI Funding 1000-1999: Certificated Personnel Salaries Create Instructional Leads- focused on improving teaching and learning with an explicit goal of raising overall levels of student achievement and accelerating achievement for targeted groups. They will facilitate collaborations meetings focused on analyzing</p>

	<p>common assessments, creating classroom consistencies and good classroom practices and will be a member of the ILT and will Lead the school in implementing the Theory of Change, progress toward meeting goals and implementing action steps. They will receive a stipend for their work.</p>
3,000	<p>CSI Funding 1000-1999: Certificated Personnel Salaries Teachers will be provided with a virtual training on illuminate by an ARUSD teacher. The goal of the training will be to get teachers accumulated with illuminate and its functions. Teachers will be able to create tests based on specific standards, gain an understanding of the different types of questions and how to utilize them when creating an assessment. Extended duty will be paid if training takes place outside of instructional day.</p>
13,500	<p>CSI Funding 1000-1999: Certificated Personnel Salaries Teachers will be paid extended duty for participating in the virtual 2020 Summer Institute from Orenda Education focused on the following across five sessions:</p> <ul style="list-style-type: none"> • Weighted Common Core and grade level standards • Matrix consisting of five Units with five Focus Standards for each Unit per grade level/subject area • Designing five Common Unit Assessments to SBAC Technical Specifications per grade level/subject area

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

Quarterly student led conferences will be coordinated and attended by content area teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000

Source(s)

CSI Funding
 1000-1999: Certificated Personnel Salaries
 Teachers will schedule Student-Led Conferences (SLCs) virtually or in person with parents & students
 In SLCs, students present how they are doing and a plan to improve
 Quarter 1: All students will participate
 Quarter 2: All students with one or more grades below a C- will participate
 Quarter 3: All students with one or more grades below a C- will participate
 Quarter 4: All students with one or more grades below a C- will participate
 Teachers may add additional students for Q2, Q3, Q4 up to 15 students

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

Students who are academically at risk in one or more academic areas will have an SST

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,500

Source(s)

CSI Funding
 1000-1999: Certificated Personnel Salaries
 Teachers will conduct SST meetings virtually or in person throughout the school year (academic at-risk, chronic absenteeism, suspension). Teachers will be paid extended duty for meetings outside of the instructional day. A floating/roving substitute teacher may be paid to release teachers for SST meetings during the instructional day (if available).

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Hispanic, Socially Disadvantaged, English Language Learners

Strategy/Activity

MESA will be offered to all students as an elective and students will participate in competitions during the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

Title I
1000-1999: Certificated Personnel Salaries
MESA stipends for advisor

1,000

Title I
1000-1999: Certificated Personnel Salaries
Extended duty for MESA competitions after-school and weekend

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

Each grade level (6, 7, 8) will engage in one educational field trip to extend the learning in the classroom and connect it to real world experiences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,500

Title I
5000-5999: Services And Other Operating Expenditures
Transportation, registration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

ASB advisor will oversee school and engage students in participating in leadership activities school wide. ASB Advisor will also coordinate culture building activities and events throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500	Title I 1000-1999: Certificated Personnel Salaries ASB Advisor will receive a stipend for the year.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Attend New Tech Network Virtual or in person conferences and other conferences for leadership, technology integration, and content related PD either in person or virtually

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,600	Title I 4000-4999: Books And Supplies Beyond NTAC: A Gathering to Learn, Reflect, and Renew (virtually) We believe it is our role to bring together our network, especially during these uncertain times. Even though we can't hold NTAC, we intend to design a virtual experience that will seek to connect our network, hear from experts, and inspire action. Taking place over the course of a few days, this gathering will include asynchronous learning, collaborative discussions, and hearing live from experts. It is our aim to make this gathering accessible, invigorating, and fun.
3,300	Title I 4000-4999: Books And Supplies

	<p>Virtual NTN 101 for New Teachers. This year-long, cohort based experience is a virtual experience designed to support new teachers in existing network schools who are working to build their practice around project-based learning, student-centered facilitation, the NTN Learning Outcomes and Echo. Teachers will meet for monthly, 2-hour meetings facilitated by an NTN coach, where they will build upon their learning using NTN resources & tools to refine their PBL practice. Additionally, participants will receive feedback and guidance from their NTN coach about the products they are working on during this learning experience.</p>
3,000	<p>CSI Funding 4000-4999: Books And Supplies Travel (flight), transportation, meals, and lodging costs for in person or virtual conferences. Staff may be sent to conferences for leadership, to collaborate and network with other teachers and leaders to gain ideas for implementation of specific academic needs.</p>

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

Teachers will receive support from a Teacher on Special Assignment (TOSA)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

46,621

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher on Special Assignment (TOSA) will support teachers with integration of technology. The TOSA work with teachers by collaborating, planning, data analysis, standards mapping, collaboratively developing engaging lessons and provide support through classroom observations, modeling, and teaching, as well as other related duties (virtually or in person).

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

Master schedule support to plan and provide the best learning conditions for student achievement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Pay certificated staff to assist in master scheduling

1,700

LCFF Supplemental/Concentration
2000-2999: Classified Personnel Salaries
Pay classified staff to input master schedule in e-school

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

Provide a "Skill Mastery Classroom" to build students skills in ELA/Math before or after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000

Source(s)

CSI Funding
5800: Professional/Consulting Services And Operating Expenditures
Teachers will lead a skill mastery classroom at each grade level (6, 7, 8) three days a week from 3:00pm - 4:00pm. The purpose of the skill mastery classroom is to improve students basic skills in ELA/Math.

1. Students will be assigned to the skill mastery classroom by their teacher for extra support in ELA/Math.
2. Teachers will use basic skills assessment data from illuminate
3. In the skill mastery classroom students will get support from the lead teacher (small groups) and through the use of our school wide IXL program.
4. At the end of two weeks the student will re-take the skill assessment in illuminate to demonstrate mastery,
5. Students will be acknowledged and provided with a certificate for their mastery of skills.

Parent permission will be secured first - and students will be escorted to the teacher-led skill mastery centers by their 6th period teachers.

CAL-SOAP will be providing tutoring to students to meet their academic needs.

Annual Review

SPSA Year Reviewed: 2019-20

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.

During the 19-20 school year, we implemented our 3rd year of PBL through NTN as well as Educational Technology through VILS. The Teacher on Special Assignment supported teachers through this process and provided continued professional development during staff meetings and collaboration on some Thursdays 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.

There was not a significant difference. Not enough students took advantage of the after school interventions. Not many teachers were available to facilitate an after school intervention and after school collaboration time.

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

There will be more opportunities for capacity building to align teaching practices and interventions for students.

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

English Learners will have the required skills to reach grade level standards/proficiency.

Goal 2

AIM Statement:
 By June 2021, per the California dashboard we will increase our ELs overall scale score by a minimum of 10 pts or more from the 2019 results of 101.3 pts below proficiency in ELA.

By June 2021, per the California Dashboard we will increase our ELs overall scale score by a minimum of 5 pts or more from the 2019 results of 122 pts below proficiency in Math.

By June 2021, 80% of ELs will increase their scale score by 5 pts in ELA/Math as measured by Spring 2021 SBAC data.

Key Drivers: 1. If we deliberately plan instruction using the essential ELD standards then learning will be more aligned and focused increasing the number of students meeting standard.
 2. If we create a culture of collaboration among our teachers focused on planning, instruction and classroom consistencies then students will have a better opportunity for success.

Identified Need

Increase support for ELLs to increase in ELD proficiency and increase their overall academic achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	101.3 scale score pts. below proficiency in ELA.	By June 2021, ELs overall scale scores will increase by 10 pts in By June 2021, ELs scale scores will increase by 5 pts from the prior year in Math. By June 2021, 80% of ELs will increase their scale score by 5 pts in ELA/Math as measured by Spring 2021 SBAC data.
California Dashboard	We are currently in Red due to our decline from the previous year in Math.	ELs overall scale score will increase by 10 pts ELA. ELs overall scale score by 5 pts from prior year of Math

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)

Hispanic, ELLs, SED, SWDs

Strategy/Activity

The ELD team will plan instruction using ELD standards, aligned and focused to increase the number of students meeting standard. This will be done by planning lessons around EL needs and by embedding effective strategies in to lessons.

Teachers will participate in department meetings, PD, and/or planning sessions to discuss students progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

CSI Funding
 1000-1999: Certificated Personnel Salaries
 The ELD team will collaborate monthly virtually or in person to create agreements, norms, and shared purpose and goals virtually or in person. Such as analyzing common assessments, creating classroom consistencies and good classroom practices and other pertinent data and ELL student progress. Teachers will be paid extended duty for meeting outside of the instructional day.

12,045

CSI Funding
 5000-5999: Services And Other Operating Expenditures
 A partnership will be created with Santa Clara County Department of Education to support the ELD team virtually or in person in selecting ELD standards which will support the development of academic language in students across content areas. Creating and scaffolding vocabulary and language functions to support the needs of

	<p>students, and in using the EL Toolkit of Strategies. Teachers will be paid extended duty for participating outside of the instructional day.</p> <p>SCCOE will support the ELD team through one monthly meeting virtually or in person focused on standards, assessment, progress monitoring, and creating systems and structures.</p>
5,000	<p>CSI Funding 4000-4999: Books And Supplies Look into purchasing online intervention programs to better support student literacy such as: NEWSELA, Listen Wise, Lexia Powerup and other programs which will provide access to data analysis, vocabulary development.</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Hispanic, ELLs, SWDs

Strategy/Activity

Student recognition for re-designation status

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Students will be recognized for re-designation

Annual Review

SPSA Year Reviewed: 2019-20

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.

We ensured that students were placed in the correct ELD cohorts. Teachers and the instructional coach were involved in the process and they used data to determine the correct placements of

students. ELD teachers did not meet often to collaborate nor to analyze beginning of the year data in order to support student learning.

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

There were no inequities.

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.

Based on the data results of our students, we concluded that they will need additional interventions and learning opportunities. We plan to provide professional developments for teachers in order to give our students the necessary supports in all content area. Structured Monthly ELD team collaborations will occur focused on best practices and analyzing data in 2020-21.

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 all students and families a safe, welcoming, and caring environment conducive to learning

Goal 3

By June 2021, we will maintain or improve our suspension rate of 5.2% by 3%.

If we create school wide Restorative Justice practices then all students will be educated in learning environments that are safe, college-going, drug-free, and conducive to learning. If staff receives Restorative Justice support which will impact SEL & MH, tardies, student engagement, parent engagement and peer issues, then we will maintain or reduce suspensions by 3%.

Identified Need

Increase positive culture and climate school-wide

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension rate lowered to 5.2% in 18-19	By June 2021, we will maintain or improve our suspension rate of 5.2% by 3%.

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

Partner with an RJ organization to provide Restorative Justice training 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.

Amount(s)	Source(s)
15,000	CSI Funding

5800: Professional/Consulting Services And Operating Expenditures
 Building Capacity: Contract with an RJ organization to provide RJ trainings for all staff virtually or in person (decrease suspension and chronic absenteeism). Restorative Justice practices aligned to school wide discipline plan along with coaching. RJ observations to support staff in RJ practices. Coaching to be provided for 5 teachers. Teachers will facilitate community circles in the classroom to build rapport with students. School staff will utilize RJ practices during discipline (What harm was done, taking responsibility and ownership of actions, what will students do to make things right).

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

Create Positive Behavior Intervention Support Team (PBIS) to support the school community and the implementation of a school wide positive behavior system of intervention and supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

CSI Funding
 1000-1999: Certificated Personnel Salaries
 The PBIS team will support the school community virtually or in person in the implementation of a school wide positive behavior system of intervention and supports. Extended duty will be paid for collaboration meetings taking place outside of the instructional day.

3,000

CSI Funding
 4000-4999: Books And Supplies

	Funding support for student recognition activities and pro-social activities on campus in addition to previously supported activities
0.00	All first period classes will implement community building practices twice a week during 'advisory time'

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide support for students after school with SEL help, positive social skills, and other means of assistance to increase positive connections to school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Pay counselor and/or teachers extended duty

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

Work with outside agency's and partners to create anti-bullying campaigns and presentations to students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Provide school wide anti-bullying campaigns and presentations to students twice a year

virtually or in person. We will collaborate with the following partners: City Peace Project, SJP, New Hope for Youth, and FLY in creating anti-bullying campaigns with our students and staff.

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

Expose students to various careers and college education and motivate them to stay in school and do well to attain their future college and career goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF Supplemental/Concentration
4000-4999: Books And Supplies
Purchase materials for Career/College Day

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

Teachers receive necessary materials and supplies that are connected to their curriculum, PBL/PrBL project, unit

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

LCFF Supplemental/Concentration
4000-4999: Books And Supplies
Instructional materials and supplies for teachers

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will be offered the opportunity to join sports to teach them teamwork, collaboration, and positive communication skills which are connected to CCSS and PE standards

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	LCAP Central Sports Budgets 2000-2999: Classified Personnel Salaries Pay coaches and athletic director stipends
5,000	LCAP Central Sports Budgets 5000-5999: Services And Other Operating Expenditures Pay for transportation
3,738	LCAP Central Sports Budgets 5800: Professional/Consulting Services And Operating Expenditures Pay for referees, registration, tournament fees

Annual Review

SPSA Year Reviewed: 2019-20

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.

We used alternative practices and activities to suspension throughout the school year. There were some teachers struggling with the implementation of restorative justice and classroom behaviors.

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

Student suspensions remained the same this school year.

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.

There will be opportunities for professional development for teachers in Restorative Justice and coaching.

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

Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.

Goal 4

By June 2021, we will decrease chronically absenteeism from 20.5% to 17.5% school wide per the California Dashboard.

By June 2021, all sub groups will decrease chronically absenteeism by 3.0% per the California Dashboard.

Key Drivers: If we increase parent engagement then parents will be able to support their students learning.

If we enhance student engagement then students will want to come to school daily.

If we create a positive School Climate then students will be excited to be at school every day.

Identified Need

Reduce tardies, increase parent engagement, manage peer issues, provide additional Mental Health and SEL support

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	20.5% of students were chronically absent in 2019. This was an Increase of 2.3% from 2018's 18.2%. 3 out of 4 subgroups (Hispanic, SWD, SED) increased chronically absenteeism. Thus, a correlation between student absences and the impact absences play on student academics.	By June 2021, we will decrease chronically absenteeism from 20.5% to 17.5% school wide per the California Dashboard. By June 2021, all sub groups will decrease chronically absenteeism by 3.0% per the California Dashboard.

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

Hold parent meetings to educate and inform them about absenteeism which affects student achievement progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

CSI Funding
2000-2999: Classified Personnel Salaries
Community liaison, counselor and or staff to conduct virtual or in person home visits and schedule appointments with parents with chronically absent students and an administrator to discuss and develop a plan of action to improve attendance. Extended Duty to paid for visits to connect with families.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Parent Engagement and Education

Strategy/Activity

Partner with PIQE

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,500

Source(s)

CSI Funding
5800: Professional/Consulting Services And Operating Expenditures
Building Capacity: Contract with Parents Institute for Quality Education to provide their workshop on K-12 PARENT ENGAGEMENT IN EDUCATION PROGRAM (virtually or in person). Throughout this nine-week workshop,

PIQE's signature program fulfills its goal of educating, empowering, and inspiring parents of K–12 school age children to take an active role in encouraging and enabling their children to: Stay in school; Improve their academic performance; Develop healthy and constructive relationships with their parents, teachers, and counselors; and, focus/prepare themselves for a post-secondary education. (Increase academic achievement, parent engagement, decrease suspensions, and decrease chronic absenteeism).

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

Hold Parent meetings to inform parents on a monthly basis of the school academic programs and progress and recognizing parents for their contributions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

LCFF Supplemental/Concentration
4000-4999: Books And Supplies
Supplies for the meetings and recognition ceremony at the end of the year

0.00

School will utilize technology tools to connect with parents and continue its partnership with School2Home to promote parent engagement through trainings on technology.

1,500

CSI Funding
1000-1999: Certificated Personnel Salaries
Bring parents together virtually or in person to further educate them on our academic focuses such as: targeted essential standards, CM, Echo, etc. Teachers will be paid extended duty for providing workshops to parents.

Annual Review

SPSA Year Reviewed: 2019-20

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.

Various school personnel (administration, counselor, parent/community liaison, school office assistant) were involved in home visits for students who were chronically absent. Administration met with parents throughout the school year to talk about chronic absenteeism and set a goal for improvement. There were also parent cafe meetings to provide parents information about our school wide chronic absentee problem.

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

There was not significant change in chronic absenteeism.

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

We will plan to partner with PIQE to provide training for parents so that they are educated on the k-12 system including the importance of attendance and academic achievement. We also be implementing our school wide PBIS approach to creating a positive school climate in 2020-21.

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	\$73,162.00
Total Federal Funds Provided to the School from the LEA for CSI	\$83,105
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$249,991.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI Funding	\$132,045.00
Title I	\$80,058.00

Subtotal of additional federal funds included for this school: \$212,103.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCAP Central Sports Budgets	\$23,738.00
LCFF Supplemental/Concentration	\$14,150.00

Subtotal of state or local funds included for this school: \$37,888.00

Total of federal, state, and/or local funds for this school: \$249,991.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	80058	0.00
LCFF Supplemental/Concentration	14150	0.00
LCAP Central Sports Budgets	23,738.00	0.00

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
George Kleidon, Ed.D.	Principal
Melanie Abad (Counselor)	Other School Staff
Amalia Alvarez (Teacher)	Classroom Teacher
George MacArthur (Teacher)	Classroom Teacher
Parveen Mann (Teacher)	Classroom Teacher
Juana Morales	Parent or Community Member
Jose Guerrero	Parent or Community Member
Denice Zarate	Parent or Community Member
Irene Castellanos	Parent or Community Member
Emanuela Peralta Cortez	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

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

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

This SPSA was adopted by the SSC at a public meeting on May 21, 2020.

Attested:

Principal, George Kleidon, Ed.D. on 5-21-2020

SSC Chairperson, Parveen Mann, Chairperson on 5-21-2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[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/>

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