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
Adelante II Dual Language Academy	43-69369 0135749	May 19, 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)

X Schoolwide Program

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

The purpose of this plan is to align district and school goals. The school will use its resources to better meet the stated goals.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The staff is surveyed annually in regards to their professional learning and teaching practices.

Adelante II surveys our parents, students, and staff on a yearly basis to provide feedback regarding the school's culture. Based on last year's data, our stakeholders identified the need to focus on school safety. The school made some necessary changes. For example, there is morning supervision for students, parking lot monitors, door locks have been changed and we continue to practice safety routines and procedures regularly.

Classroom Observations

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

During the school year, the school principal conducts weekly/biweekly classroom observations focused on dual language classroom instruction and creating welcoming environments. Feedback is provided to teachers in the form of reflective questions and next steps. During the school year, the emphasis was placed on guided reading to support our target language instruction. In addition, we also focused on developing welcoming environments in which students and families feel welcomed and supported.

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)

Adelante II Dual Language Academy utilizes a variety of assessments to identify students' needs in order to maximize students' achievement in English and Spanish. Teachers routinely have opportunities to analyze data and make action plans to support the needs that have been identified.

Some of the ongoing assessments used at Adelante II to modify instruction and improve student achievement are:
* i Ready Bechmark Assessments
* Benchmark Advance Level Screener
* Envision Unit Exams

For the 2019-2020 school year, we intend to also use the SBAC interim assessments.

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

Adelante II has adopted a data-driven cycle of inquiry approach that impacts the way we make decisions about our school budget, curriculum, instruction, assessments, intervention supports. We ensure that the teachers have data readily available on Illuminate so that teachers may regularly access it in order to engage in the cycles of inquiry and support students in the areas of need. Based on the data, the teachers rearrange their differentiation strategies and small group instruction to offer more targeted supports for students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The teachers at Adelante II are working on, or have met, all of the requirements for highly qualified staff. This includes holding a BCLAD teaching credential, or working towards obtaining their BCLAD credential in order to support our dual language program.

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

Throughout the year, Adelante II teachers have access to many professional development opportunities. This includes professional development opportunities in the areas of dual immersion pedagogy, balanced literacy instruction, supporting both English and Spanish learners, and other trainings regarding the use of technology in the classrooms.

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

The Instructional Leadership Team (ILT) at Adelante II has worked to identifying a problem of practice and create a Theory of Change that captures the students goals of the school and then identified the key instructional practices that need to be in place to meet these goals. The instructional Leadership team meets monthly to monitor the school's success in implementing the theory of change and continues to modify the professional learning plan to adjust for the site's needs. The ILT determines areas of support that teachers will need to effectively achieve these goals and implement the school's instructional focus.

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

Adelante II teachers receive district coaching support so that they are familiar with the Common Core Standards and knowledgeable on how to effectively implement the curriculum according to the standards. Teachers participate in coaching cycles provided by district coaches who help Adelante II teachers through modeled lessons, lesson observations, and constructive feedback.

In addition, Adelante II teachers have the option to receive coaching support from the principal. The principal at Adelante II ensures that each teacher is formally and informally observed and receives positive and constructive feedback.

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

Teachers collaborate regularly. Every Thursday is a minimum day. During this time, teachers can meet for grade-level planning and collaboration meetings. In addition to the Thursday meetings, teachers are released from their teaching duties twice per year for grade-level planning time.

Also, there is one staff meeting per month dedicated to grade-level collaboration and planning.

Teaching and Learning

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

Adelante II has aligned curriculum, instruction, and materials to content and performance standards through the following practices:

* All textbooks and supplemental materials align to the CCSS standards.
* Program evaluation focus on student mastery of standards-based content.
* All professional development offerings for staff are aligned to Common Core standards

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

Adelante II adheres to all expectations regarding the recommended instructional minutes for reading/language arts and mathematics in conjunction with our 90/10 dual language model.

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

The district has provided curriculum maps to help guide instruction for language arts and mathematics. Accurate pacing is monitored by the school principal. Each program has a set of components for differentiated instruction for students who need intervention.

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

Adelante II ensures the availability of standards-based instructional materials for all students through the following practices:

* The school has academic materials from the state-adopted list (K-8) that is aligned with academic content standards.
* Consumables are provided to implement standards-based instructional programs.
* Staff professional development is provided for effective research-based practices.
* Staff development is provided in the use of standards-aligned materials.
* Standards-based assessments are utilized at the school site.

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

Benchmark Advance/Adelante is used for our Reading in Spanish and English curriculum while Envision Math is used for our core math curriculum. Every student has access to these materials and resources on a daily basis. Teachers have been trained in these programs and receive support from the district to implement this curriculum. Most curricular materials used during intervention is pulled from Benchmark Advance/Adelante and Envision Math resources. Any supplemental materials that are used are carefully chose to meet the grade level state standards.

Opportunity and Equal Educational Access

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

Adelante II provides the following regular services to enable under-performing students to meet standards:
* Teachers identify at risk or low performing students and provide in class and after-school interventions.
* Adelante II invests in the implementation of YMCA after-school program, which includes at least one hour of homework help, and reading support.
* We have ongoing training for teachers in differentiated instruction practices in the areas of reading and math.
* Teachers attend curriculum workshops provided by the District Offices.

Evidence-based educational practices to raise student achievement

Adelante II uses a wide variety of research-based educational practices to raise student achievement.
* Teachers make their lesson objectives clear by stating them and writing them on the board.
* Teachers monitor progress and provide positive corrective feedback.
* Teachers use non-linguistic representation such as graphic organizers.
* Teacher collaboration of student data is used regularly and systematically to improve instruction.
* Teachers regularly differentiate instruction to meet students' needs.
* Teachers collaborate with the principal during schedule one-on-one meetings to monitor student progress and achievement.

Parental Engagement

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

Adelante II uses the following resources to assist low performing students:
* Students Study Team (SST) to address the academic and behavioral needs of students.
* Weekly Newsletters to keep parents updated about resources and opportunities available to them through the school and outside the community.
* Community agencies provide counseling and family support to students and parents.
* Monthly coffee with the principal meetings to allow parents to ask questions or share concerns with their site administrator in an informal setting.
* Monthly ELAC meetings to provide parents with ideas and tools to support students with their English skills.
* YMCA provides after school support and enrichment opportunities to our students.

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

The School Site Council, the English Learner Advisory Committee, and the Instructional Leadership Team are involved in all major decisions at Adelante II regarding budget and programs.

Funding

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

Adelante II provides the following categorical programs to enable under-performing students to meet the standards:
* Little Heroes program that provides after school tutoring and mentoring program.
* Accelerated Reader program which is used to motivate students to read and promote reading fluency and comprehension.

Fiscal support (EPC)

Adelante II relies on several funding sources: categorical, unrestricted, and donations. Categorical funding comes from Title I and Title III. Unrestricted funding comes from lottery and regular education. Donations come from funds raised through parent leader groups, local business and parents.LCAP funds are also used to enhance, improve programs and services at our school.

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

All stakeholders are part of the decision-making process at Adelante II. This includes the School Site Council, English Language Advisory Committee, Parent Teacher Association, staff members, and Instructional Leadership Team. All stakeholders are involved in the development of the school plan and in providing feedback regarding the budget through our LCAP forums and School Site Council meetings. Stakeholders are encouraged to be part of the team which creates, reviews, and approves the school plan.

Resource Inequities

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

Adelante II offers after school interventions. Student participation during these interventions is low due to several factors:

- Parents do not have transportation to pick their child up
- Parents do not have the time to pick their child due to their work schedule

- No other adult is available to pick up the child from school

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	%	0.58%	0.89%		1	2
African American	%	%	0.44%			1
Asian	%	%	0.44%			1
Filipino	%	%	0%			0
Hispanic/Latino	95.76%	96.51%	96%	113	166	216
Pacific Islander	1.69%	1.16%	0.89%	2	2	2
White	1.69%	1.16%	0.89%	2	2	2
Multiple/No Response	%	%	0.44%			0
			Total Enrollment	118	172	225

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	55	66	75
Grade 1	23	40	52
Grade 2	19	23	35
Grade3	21	22	23
Grade 4		21	20
Grade 5			20
Total Enrollment	118	172	225

Conclusions based on this data:

1. Hispanic students make up the largest enrolled subgroup.
2. There was a decrease from 18-19 to 19-20 for Hispanic students.
3. The smallest subgroups are American Indian, Pacific Islander, and White.

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	68	113	136	57.6%	65.7%	60.4%
Fluent English Proficient (FEP)	16	18	41	13.6%	10.5%	18.2%
Reclassified Fluent English Proficient (RFEP)		2	10	0	2.9%	8.8%

Conclusions based on this data:

1. The percentage of English learners decreased from 18-19 to 19-20.
2. English learners are redesignated as they move up the grade levels.
3. The percentatge of FEP students has increased in the last two years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		21	20		21	20		21	20		100	100
Grade 4			20			20			20			100
All Grades		21	40		21	40		21	40		100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		2390.	2317.		9.52	0.00		19.05	0.00		28.57	25.00		42.86	75.00
Grade 4			2437.			30.00			0.00			20.00			50.00
All Grades	N/A	N/A	N/A		9.52	15.00		19.05	0.00		28.57	22.50		42.86	62.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		9.52	0.00		38.10	45.00		52.38	55.00
Grade 4			15.00			30.00			55.00
All Grades		9.52	7.50		38.10	37.50		52.38	55.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		9.52	0.00		52.38	10.00		38.10	90.00
Grade 4			10.00			50.00			40.00
All Grades		9.52	5.00		52.38	30.00		38.10	65.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		14.29	5.00		76.19	40.00		9.52	55.00
Grade 4			20.00			65.00			15.00
All Grades		14.29	12.50		76.19	52.50		9.52	35.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		19.05	0.00		47.62	30.00		33.33	70.00
Grade 4			20.00			40.00			40.00
All Grades		19.05	10.00		47.62	35.00		33.33	55.00

Conclusions based on this data:

1. Overall, students performed the highest on listening.
2. Close to 83% of students are not meeting grade level standards in English language Arts.
3. Teacher professional development should focus on reading, writing and listening standards to support our students to making more gains in English language arts.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		21	20		21	20		21	20		100	100
Grade 4			20			20			20			100
All Grades		21	40		21	40		21	40		100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		2399.	2341.		4.76	0.00		23.81	10.00		19.05	25.00		52.38	65.00
Grade 4			2429.			0.00			25.00			45.00			30.00
All Grades	N/A	N/A	N/A		4.76	0.00		23.81	17.50		19.05	35.00		52.38	47.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		14.29	0.00		28.57	35.00		57.14	65.00
Grade 4			10.00			15.00			75.00
All Grades		14.29	5.00		28.57	25.00		57.14	70.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		4.76	0.00		28.57	40.00		66.67	60.00
Grade 4			10.00			60.00			30.00
All Grades		4.76	5.00		28.57	50.00		66.67	45.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		23.81	0.00		61.90	30.00		14.29	70.00
Grade 4			5.00			55.00			40.00
All Grades		23.81	2.50		61.90	42.50		14.29	55.00

Conclusions based on this data:

1. 82.5% of students did not meet grade level standards in mathematics.
2. 70% of 3rd and 4th grade students did not meet standards in Concepts and Procedures.
3. 55% of students were below standard in communicating math reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1423.0	1419.6	1442.9	1441.0	1376.2	1369.3	43	58
Grade 1	1408.6	1423.4	1433.7	1470.5	1382.9	1376.0	14	21
Grade 2	1444.6	1433.4	1449.0	1438.5	1439.6	1427.7	11	13
Grade 3	*	1462.3	*	1467.8	*	1456.4	*	12
Grade 4		*		*		*		10
All Grades							76	114

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.07	30.23	39.66	34.88	31.03	*	17.24	43	58
1	*	0.00	*	38.10	*	33.33	*	28.57	14	21
2	*	0.00	*	7.69	*	53.85	*	38.46	11	13
3		0.00	*	25.00	*	41.67	*	33.33	*	12
All Grades	19.74	7.89	27.63	35.96	35.53	33.33	17.11	22.81	76	114

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.86	24.14	32.56	34.48	*	27.59	*	13.79	43	58
1	*	33.33	*	38.10	*	19.05	*	9.52	14	21
2	*	0.00	*	46.15	*	30.77	*	23.08	11	13
3	*	8.33	*	50.00	*	16.67		25.00	*	12
All Grades	36.84	25.44	34.21	35.96	15.79	24.56	*	14.04	76	114

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	1.72	*	24.14	46.51	37.93	27.91	36.21	43	58
1	*	0.00	*	4.76	*	28.57	*	66.67	14	21
2	*	0.00	*	7.69	*	23.08	*	69.23	11	13
3		0.00	*	0.00	*	50.00	*	50.00	*	12
All Grades	*	0.88	15.79	15.79	36.84	37.72	35.53	45.61	76	114

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.49	24.14	41.86	63.79	*	12.07	43	58
1	*	57.14	*	38.10	*	4.76	14	21
2	*	7.69	*	69.23	*	23.08	11	13
3	*	16.67	*	33.33		41.67	*	11
All Grades	46.05	29.82	43.42	55.26	*	14.04	76	113

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.21	31.03	46.51	50.00	*	18.97	43	58
1	*	19.05	*	61.90	*	14.29	14	20
2	*	0.00	*	69.23	*	23.08	11	12
3	*	41.67	*	50.00		8.33	*	12
All Grades	32.89	29.82	48.68	52.63	18.42	15.79	76	112

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	74.42	75.86	*	24.14	43	58
1	*	4.76	*	33.33	*	61.90	14	21
2	*	0.00	*	53.85	*	46.15	11	13
3	*	0.00	*	33.33	*	66.67	*	12
All Grades	*	0.88	59.21	60.53	30.26	38.60	76	114

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.58	15.52	46.51	43.10	27.91	41.38	43	58
1	*	0.00	*	19.05	*	80.95	14	21
2	*	0.00	*	30.77	*	61.54	11	12
3		0.00	*	50.00	*	41.67	*	11
All Grades	17.11	8.77	46.05	40.35	36.84	48.25	76	111

Conclusions based on this data:

1. Teachers need additional professional development on integrated ELD strategies.
2. Teachers need additional time to plan for integrated and desgignated ELD instruction.
3. Students need multiple opportunities to practice academic language throught the use of student structured talk routines.

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**
172	**83.1**	**65.7**	**0.6**
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	113	65.7
Foster Youth	1	0.6
Homeless	1	0.6
Socioeconomically Disadvantaged	143	83.1
Students with Disabilities	4	2.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	1	0.6
Hispanic	166	96.5
Two or More Races	1	0.6
Pacific Islander	2	1.2
White	2	1.2

Conclusions based on this data:

1. Over 50% of studens are English language learners and socioeconomically disadvantaged.
2. Hispanic student sare the largest enrolled racial group.
3. Two or more races, Pacific Islander, and White students are the smallest enrolled ethnic groups.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics No Performance Color		

Conclusions based on this data:

1. No performance color, no data provided.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

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

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
74.8 points below standard	95.9 points below standard	0 Students
Declined Significantly -33.3 points	Declined Significantly -45.8 points	
39	30	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	83.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Declined Significantly -27 points	3
	29	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 82.6 points below standard Declined Significantly -34.6 points 37	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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**
127 points below standard 21	Less than 11 Students - Data Not Displayed for Privacy 9	Less than 11 Students - Data Not Displayed for Privacy 9

Conclusions based on this data:

1. According to the Dashboard, English learners are 50 points below standard.
2. Socioeconomically disadvantaged students are 56 points below standard.
3. All students are 41 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	
76.6 points below standard	82.5 points below standard	
Declined Significantly -40 points	Declined Significantly -39.5 points	
39	30	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	71.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Declined Significantly -34.2 points	3
	29	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 81.2 points below standard Declined Significantly -34.2 points 37	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
110.7 points below standard 21	Less than 11 Students - Data Not Displayed for Privacy 9	Less than 11 Students - Data Not Displayed for Privacy 9

Conclusions based on this data:

1. All students were 36 points below standard.
2. English learners were 43 points below standard.
3. Socioeconomically disadvantaged students were almost 37 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46.2 making progress towards English language proficiency
Number of EL Students: 52
Performance Level: Medium

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**
28.8		1.9	44.2

Conclusions based on this data:

1. No comparison data.
2. Level 2 has the greatest percentage of students.
3. About 50% of student are in lievel 1 or 2.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. No data provided.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
6.6	6.9	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.9	Declined -0.6	1
197	131	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	7.3	Less than 11 Students - Data Not Displayed for Privacy
2	Maintained +0.4	10
	165	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 6.4 Maintained +0.1 187	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. 7.5% of all students were chronically absent.
2. 7.5% of all English learners were chronically absent.
3. 6.9% of all socioeconomically disadvantaged students were chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. No data provided.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	No Performance Color
2.5	0.7	Less than 11 Students - Data Not 1
Increased +1.7	Declined -0.5	
204	134	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not 2	1.8	Less than 11 Students - Data Not 10
	Increased +1.8	
	169	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 2	No Performance Color Less than 11 Students - Data 2	No Performance Color Less than 11 Students - Data 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 2.1 Increased +1.3 194	No Performance Color Less than 11 Students - Data 1	No Performance Color Less than 11 Students - Data 2	No Performance Color Less than 11 Students - Data 2

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	2.5

Conclusions based on this data:

1. .07% of all students were suspended at least once.
2. 1.2% of English learners were suspended at least once.
3. .07% of Hispanic students were suspended at least once.

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

By the end to the school year, at least 50% of students will make at least one year's growth in reading comprehension as measured by Benchmark Advanced Level Screener. At least 50% of students (Kindergarten-6th grade) will score proficient or higher on the Envision Math Topic Tests.

Identified Need

Students need time to read and to observ the teacher model "good" reading behaviors. Students need to be exposed to and practice using academic vocabulary. Teachers will use develop and use Guided Language Acquisition Design units of study.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- SBAC Reading Claim	- 55% of students are below standard	- 45% of students will be below standard

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

Paraeducators will be provided to support extended day for Kindergarteners.

Purchase Accelarated Reader Program and Reading A-Z accounts for teachers.

Purchase incentives to motivate students to improve their reading skills.

Meet with teachers to set expectations and incentives for independent reading goals.

Set clear reading goals for home for each grade level.

Have monthly assemblies to acknowledge the students meeting their reading 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)	Source(s)
6000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Purchase subscriptions and materials for classroom use of programs.
2967	Title I 5000-5999: Services And Other Operating Expenditures Purchase subscriptions and materials for classroom use of programs
1600	Title I 4000-4999: Books And Supplies Medals, certificates, shirts and or/incentive prizes
26000	Title I 2000-2999: Classified Personnel Salaries Extended day Kindergarten
1500	LCFF Supplemental/Concentration 2000-2999: Classified Personnel Salaries Extended day Kindergarten

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

Purchase teacher materials and equipment that support reading comprehension and literacy develpment per the CCSS.

- Books
- Instructional Materials
- Technology to support instruction
- Supplementary Materials
- Manipulatives
- Art

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)

1500	LCFF - Supplemental 4000-4999: Books And Supplies Classroom Library Books, Manipulatives, Hand Writing Without Tears, additional supplementary and/or instructional materials, Estrellita, Bechmark Additional Litercay supplemental materials
700	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Reading A-Z accounts
500	LCFF - Supplemental 4000-4999: Books And Supplies Classroom Furniture
1500	Title I 4000-4999: Books And Supplies Classroom Reading Materials, supplemental literacy components

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 professional development opportunities and planning for deeper learning of the curriculum and grade level standards during staff meetings.

On going teacher collaboration.

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)
13500	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures 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

Release time for teachers to backwards map for SLA, ELD and to observe other teachers to gain ideas and new strategies for how to teach reading comprehension and literacy skills.

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)
1500	Title I 1000-1999: Certificated Personnel Salaries Substitutes
450	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes

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

After school Interventions to support reading comprehension and math.

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

Amount(s)	Source(s)
2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extended duty
2000	Title I 1000-1999: Certificated Personnel Salaries Extended duty

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

Site and off site professional development related to balanced literacy, classroom management, classroom differentiation, and dual language best practices.

- California Kindergarten Conference
- Technology integration
- California Association for Bilingual Education

- Additional Conferences focused on 21st century skills, reading, literacy, dual language or Positive Behavior Implementation and programs

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

Amount(s)	Source(s)
1573.10	Title I 1000-1999: Certificated Personnel Salaries Extended duty teacher pay
1000	Title I 5000-5999: Services And Other Operating Expenditures Teachers registration to attend off site PD
1000	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Registration costs
1200	Title I 5000-5999: Services And Other Operating Expenditures Conference registration cost

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

Teachers will examining math, English language arts, and science data to support student growth.

Professional development for NGSS.

Provided teachers with resources and materials to teach CCSS math and NGSS science lessons.
- Manipulatives
- Supplemental materials
- Math online subcriptions
- Purchase prizes for STEAM Fair
- Academic and college field trips

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)
2680.90	Title I 4000-4999: Books And Supplies Supplemental Math/Science Materials
500	LCFF - Supplemental 4000-4999: Books And Supplies Licensing fees for online support curriculum
300	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Prizes for STEAM Faire
1450	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Academic and college field trips

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.

Adelante II will utilize local assessments provided by the district which are aligned witht he Common Core State Standards. The school will also use teacher-created assessments to monitor student growth in language arts and mathematics.

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

A major difference between the intended implementation and the budgeted expenditures was that the allocation for grade level collaboration were not used due to the lack of substitutes.

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.

The changes were made at the begining of the year and reviewed with the SSC prior to the approval date.

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

10% of English language learners at an ELPAC Level 3 or higher will be reclassified or move up one level on iReady Diagnostic Assessments by the end of the 2020-2021 school year.

Identified Need

More progress needs to be made by English language learners.

Based on the 2018-2019 overall ELPAC Summative Results:

- 20% scored at a level 4
- 27% scored at a level 3
- 25% scored at a level 2
- 17% scored at a level 1

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of students reclassified each year.	The reclassification rate for 2018-2019 was low.	The reclassification rate will be at least 10% this year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English language learners.

Strategy/Activity

Provide teacher professional development around the ELPAC and instructional strategies to support ELL students.

Provide planning and resources for ELD during staff meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 5000-5999: Services And Other Operating Expenditures Professional development trainings and conferences cost
3200	Title I 4000-4999: Books And Supplies Materials for English language development
500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extended duty

Strategy/Activity 2

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

English language learners.

Strategy/Activity

Provide parent workshops and trainings.

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)
500	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extended duty

Strategy/Activity 3

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

English language learners.

Strategy/Activity

Analyze ELL student performance data to developstrategic intervention plans to support students.

Monitor students' progress throughout the year.

On going communication with families regarding the progress of English language learners.

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)
1200	Title I 4000-4999: Books And Supplies Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English language learners.

Strategy/Activity

Conduct small group interventions after school for English language learners.

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)
1000	Title I 1000-1999: Certificated Personnel Salaries Extended duty for teachers

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.

Adelante II will utilize local assessments provided by the district which are aligned with the Common Core State Standards. The school will also use teacher-created assessments to monitor students' English language development.

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

A major difference between the implementation and the budgeted expenditures was that the allocated funds for grade level collaboration were not used due to the lack of substitutes. Parent university was not rescheduled due to COVID19.

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.

Grade level collaboration will take place during staff meetings for articulation and "norming" around best practices.

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 student and families a safe, welcoming, and caring environement conducive to learning.

Goal 3

All stakeholders will be engaged in meaningful ways to promote a positive learning environment focused on teaching and learning.

Identified Need

The 2018 Dashboard indicates that school wide 7.5% of all students were chronically absent. English learners and socioeconomically disadvantaged students are the two groups with the highest percentage.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attandance Rate	The monthly attendance rate was approximately 97%.	Increase attendance rate to a monthly average of 98%.

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

Teacher professional development around the implementation of Restorative Justice practices.

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)
500	LCFF Supplemental/Concentration 4000-4999: Books And Supplies • Incentives • Certificates • Materials
500	LCFF - Supplemental

	1000-1999: Certificated Personnel Salaries Extended Duty.

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

Provide after school dance/art/music classes to support culture building and extra curricular activities for 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)
300	LCFF - Supplemental 4000-4999: Books And Supplies Materials

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.

Parent attendance to school events, student and parents surveys, and student attendance data will be used to measure the progress for this goal.

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

Additional teacher training on Restorative Justice practices may improve student-to-student and student-to-teacher communication and in turn reduce the number of suspensions.

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.

None at this time.

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

Adelante II parent leaders will ensure that at least 70% of families complete 30 volunteer hours per school year.

Identified Need

There is a need to increase parent engagement and participation. Parents need to be better informed about school events, the SPSA, and how to better support their students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance sheets for meetings (SCC, ELAC, PTA) and school events.	Parent attendance to school events (including meetings) is approximately 5%.	Increase parent attendance to school events (and meetings) to 10%.

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

Teachers will set up classroom volunteer opportunities for parents.

- Classroom support
- Fun Friday
- Parent Conferences
- School events: Leyendo bajo las estrellas, Día del niño, Winter performances
- Support parent communication between home and 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)
1500	Title I

	4000-4999: Books And Supplies Materials

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

Set up leadership teams as well as provide opportunities for parents to share concerns.

- PTA
- SSC
- Coffee with the principal

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)
1000	Title I 4000-4999: Books And Supplies Coffee with the Principal Items
450	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Child Care

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

Adelante II Parent University

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)
100	LCFF - Supplemental 4000-4999: Books And Supplies Parent University Snacks
200	LCFF - Supplemental 4000-4999: Books And Supplies Parent University Incentive Prices

500	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extended duty

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.

Parent attendance to school events, student and parents surveys, and student attendance data will be used to measure the progress for this goal. Additionally, the advisory committees (School Site Council and English Learner Advisory Committee) will contribute to positibe progress toward this goal.

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 weren't any significant differences between the intended implementation and/or budgeted expenditures to complement the strategies to meet the goal.

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

None at this time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$37,127.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$84,871.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$51,921.00

Subtotal of additional federal funds included for this school: $51,921.00

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

State or Local Programs	Allocation ($)
LCFF - Supplemental	$13,000.00
LCFF Supplemental/Concentration	$19,950.00

Subtotal of state or local funds included for this school: $32,950.00

Total of federal, state, and/or local funds for this school: $84,871.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	51921	0.00
LCFF Supplemental/Concentration	19950	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

0 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Diederich Bonemeyer	Principal
Martina Martinez	Parent or Community Member
Imelda Bautista	Parent or Community Member
Ray Pineda	Parent or Community Member
Gabby Gabriel	Parent or Community Member
Eustolia Garcia	Parent or Community Member
Gabriela Aquino	Classroom Teacher
Claudia Dumpson	Classroom Teacher
Sandra Rivas	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

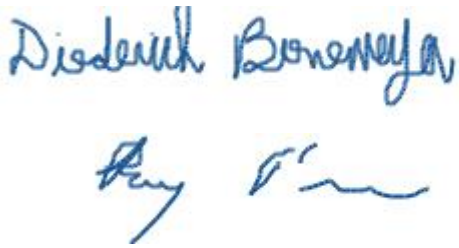
Signature	Committee or Advisory Group Name

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 10/8/19.

Attested:



Principal, Diederich Bonemeyer on 5/22/20

SSC Chairperson, Ray Pineda on 5/22/20

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019