

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 |
|-----------------------------------|-----------------------------------|--|---------------------------|
| Donald J. Meyer Elementary School | 43-69369-6046155 | May 22, 2020 | June 25, 2020 |

Purpose and Description

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

Schoolwide Program

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 Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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).

Panorma - Climate survey given to students, teachers, and parents annually.

Results:

Knowledge and Fairness of Discipline Rules Norms

Students 80% Teachers 80% Parents 92%

Climate Support for Academic Learning

Students 77% Teachers 89% Parents 90%

Sense of Belonging (School Connectedness)

Students 73% Teachers 66% Parents 93%

Safety

Students 59% Teachers 79% Parents 85%

Safety seems to be the biggest concern for students. Students score for safety was 59%.

For teachers sense of belonging received the lowest score of 66%

Classroom Observations

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

- The school has State Board Adopted academic materials aligned with the State Common Core Standards.
- Standards and learning objectives are posted in every room for students to see as they are being taught.
- Teachers regularly examine student work samples at grade level meetings to ensure that the students are mastering grade level

standards.

- Teachers' lesson plans make explicit reference to the standards being taught.
- Consumables are being provided to implement standards based instructional programs.
- Standards-based assessments are being utilized at the school site.
- Teachers implement a variety of instructional strategies to meet the diverse needs of our learners (English Language Learners, Special Education,)

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)

Meyer has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement. We are implementing data-driven instruction by making data readily available to all teachers. The District has invested in a data management systems, "Illuminate", Online Assessment and Reporting System. Easily accessible and simple to use, Benchmark Advance Assessments, i-Ready and Illuminate allow teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. Illuminate also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Illuminate and Data Zone provides data regarding criterion-referenced test performance (CAASPP and ELPAC), and writing samples, Benchmark assessments.

Teachers analyze the data from the different assessments students and modify their instruction to meet students' needs.

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

Meyer uses the following state and local assessments to modify instruction and improve student achievement:

- *Benchmark Level Screener
- *ELPAC
- *Common Core State Standards based quizzes
- *EnVision Math Topic Test and Performance Tasks
- *FastBridge aMath and aReading assesses student performance during distance learning
- *District Writing Assessments
- *Grade Level Designed Assessments
- *RAZ
- *SBAC

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified and hired through the district. New teachers go through the BTSA program to receive mentoring from an experienced educator.

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

The district provides ongoing professional development including the ELA/ELD framework, PLCs by content and grade level on ELD Constructing Meaning, Common Core training in the areas of Math and English/Language Arts, and in the areas of Special Education.

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

Meyer's Road Map has explicit student goals that are aligned to staff development and professional learning systems.

- Teachers are encouraged to participate in district professional development that are explicitly aligned to Common Core State Standards and the district adopted curriculum.
- New teachers are provided the opportunity to participate in new teacher program through BTSA.
- All teachers will participate in school and district sponsored grade level meetings, which focus on standards-based adopted instructional programs.
- Thursday afternoon prep time will be used for individual and collaborative planning and sharing of "best practices".

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

The principal understands the importance of having an instructional leadership team to support staff through, providing staff development, conducting focused classroom demonstration lessons and observations, providing specific feedback to teachers on lessons and observations, assisting classroom teachers in diagnosing reading problems through analysis of assessments to help focus student instruction, supporting lesson planning, room environment and classroom management; and supporting and collaborating with site administrators.

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

Grade Level collaboration is embedded into bi-weekly staff meetings, professional development, and designated collaboration days. Some grade-level, such as Transitional Kindergarten participate in monthly professional learning communities to collaborate around curriculum, assessment, and instruction.

Teaching and Learning

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

Meyer has aligned curriculum instruction and materials to content and performance standards through the following practices:

- Teacher evaluation focuses on the California Standards for the Teaching Professions (CSTP).
- Kindergarten students receive a minimum of 90 minutes of standards-based language arts instruction and 30 minutes of ELD instruction

daily.

- Grades (1-3) have a minimum of 2.5 hours of language arts standards based instruction plus 30 minutes of ELD.
- Grades (4-5) have a minimum of 2 hours of language arts standards-based instruction, 90 minutes of Language! plus 30 minutes of ELD.
- All textbooks and enrichment materials are aligned with district- adopted curriculum and CCSS.
- Each teacher and site administrator is accountable for the implementation of the district- adopted curriculum and Common Core Standards.
- Teachers collaborate twice a month to assist each other in planning, modeling lessons, instructional techniques to use to ensure full implementation of curriculum.

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

Meyer Elementary School adheres to the recommended instructional minutes for reading / language arts mathematics. Pacing schedule is used in all of the adopted reading/language arts and mathematics programs by grade level.

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

The district provides pacing guides that are flexible enough to provide intervention courses and instruction for student needing additional support.

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

Teachers have all standard based instructional materials to meet the needs of all students and to ensure that we are teaching CCSS.

Meyer has ensured the availability of standard-based instructional materials for all students through the following practices:

- Common Core Standards aligned learning objectives are posted and visible for the students to view in every classroom.
- The school has academic materials from the State-Adopted list (K-5) aligned with the standards. Common core curriculum maps are also used to aligned with our state adopted curriculum.
- Teachers will examine samples of student work monthly at grade level meetings to ensure that students are mastering grade level

standards.

- Teacher prepared, weekly lesson plans make explicit reference to the standards that are implemented. At the beginning of each lesson,

objectives will be posted.

- Consumables are provided for the implementation of the standards-based instructional programs.
- Standards-based assessments are utilized at the school site.
- Curriculum mapping will be implemented to assess instructional alignment with standards.
- Curriculum maps will be used to assess alignment of instruction.
- Student work samples are used to assess alignment of instruction with content standards.

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

All district provided curriculum is State Board of Education approved.

Opportunity and Equal Educational Access

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

Meyer provides the following regular program services to enable at-risk students to show mastery on the content standards:

- Implementation of Common Core Standards based lesson in Reading/Language Arts and Math.
- Teachers integrate workshop, centers, and small group instruction to support all students in attaining mastery on the content standards.
- Training will be provided in differentiated instructional practices in the area of reading.
- The principal serves as a resource to classroom teachers to provide instructional strategies that will meet the needs of students scoring at Near Met Standard or Did Not Meet Standard.
- Teachers integrate engaging strategies to support all students.

Evidence-based educational practices to raise student achievement

The following research-based education practices are being used to help raise student achievement at Meyer:

- Common Core Standards-based instruction
- Implementation of learning objectives
- Gradual Release of Responsibility instructional design
- Implementation of a designated ELD block as well as strategies that are employed throughout the school day to support and scaffold learning for English Language Learners (the use of visuals, graphic organizers, realia, sentence frames, structured oral language practices).
- Integration of educational technology to support 21st century learning.
- Cooperative learning groups

*Guided Reading

- Differentiated instruction

Parental Engagement

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

Meyer partners with a variety of stakeholders, including families, schools, district, and the community to assist under-achieving students.

Meyer is cultivating an active parent group, including PTA and parent volunteers to support learning within the school day. A partnership with the Alum Rock Counseling Center provides families the opportunity for one-on-one counseling, and group parenting classes. Meyer is partners with Ameri Corps/City Year organization which provides literacy intervention for students whom are below grade level. Additionally, Meyer provides interventions and resources for students who are at risk through a partnership with The City Peace Project.

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)

Meyer School Site Council is composed of parents and staff members who have been elected to represent the community in our efforts to provide a quality education for children

Funding

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

Meyer provides the following categorical funded services to enable students at risk to master standards:

- Effective implementation of the City Year After School homework/enrichment program for 1st through 5th grade students at Meyer and the after school Academic Support in specific skills will address the needs of the students at risk in grades 3rd through 5th grade.
- Categorical funds are used to pay for intervention after school, and Little Heroes.
- The principal works with classroom teachers in analyzing and reviewing student data to determine

if EL students are accomplishing their yearly progress goal (based on length of time in the district's language program).

Fiscal support (EPC)

Meyer receives state and federal funding. Meyer also does fundraising.

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

In May 2020, the School Site Council met to review and approve the SPSA for 2020-2021. The council will reconvene in the fall to evaluate the membership and identify the seats that need to be filled if any.

Resource Inequities

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

Many of our students participate in our after school program because parents/guardians need to work. Students may not have many opportunities to participate in organized sports teams outside of school. Little Heroes can provide such opportunities during the school day or in the after school program time. Parents/Guardians may also not be able to help with school/home work at home because of language barriers or time constraints. On-site tutoring can also help with this challenge. Giving students access to lessons in specific online platforms tailored to individual student needs can also help with their academic progress in mastering English Language Arts skills.

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 | 1.06% | 0.81% | 1.12% | 4 | 3 | 4 |
| African American | 1.58% | 0.81% | 1.12% | 6 | 3 | 4 |
| Asian | 12.14% | 12.74% | 13.2% | 46 | 47 | 47 |
| Filipino | 7.12% | 5.42% | 6.18% | 27 | 20 | 22 |
| Hispanic/Latino | 75.73% | 78.86% | 76.97% | 287 | 291 | 274 |
| Pacific Islander | 0.26% | % | 0% | 1 | | 0 |
| White | 1.85% | 0.81% | 0.84% | 7 | 3 | 3 |
| Multiple/No Response | % | % | 0.56% | | | 0 |
| Total Enrollment | | | | 379 | 369 | 356 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 52 | 54 | 58 |
| Grade 1 | 52 | 45 | 51 |
| Grade 2 | 87 | 60 | 49 |
| Grade3 | 60 | 76 | 56 |
| Grade 4 | 66 | 68 | 78 |
| Grade 5 | 62 | 66 | 64 |
| Total Enrollment | 379 | 369 | 356 |

Conclusions based on this data:

1. Meyer serves a diverse population with the majority of Hispanic/Latino descent.
2. The total enrollment decreased from 379 to 356.
3. The grade sizes have held steady with the exception of 2nd grade that decreased from 87 to 49.

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 | 196 | 174 | 127 | 51.7% | 47.2% | 35.7% |
| Fluent English Proficient (FEP) | 76 | 94 | 115 | 20.1% | 25.5% | 32.3% |
| Reclassified Fluent English Proficient (RFEP) | 51 | 41 | 55 | 22.3% | 20.9% | 31.6% |

Conclusions based on this data:

1. The number and percent of English learners has diminished from 2017 to 2019.
2. The percent of FEPs has increased from 2017-2019
3. The number of RFEP students has increased from 51 to 55 from 2017-2019.

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 | 69 | 68 | 72 | 66 | 64 | 71 | 66 | 64 | 71 | 95.7 | 94.1 | 98.6 |
| Grade 4 | 66 | 71 | 67 | 65 | 70 | 66 | 65 | 70 | 66 | 98.5 | 98.6 | 98.5 |
| Grade 5 | 100 | 69 | 72 | 96 | 67 | 66 | 96 | 67 | 66 | 96 | 97.1 | 91.7 |
| All Grades | 235 | 208 | 211 | 227 | 201 | 203 | 227 | 201 | 203 | 96.6 | 96.6 | 96.2 |

* 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 | 2389. | 2428. | 2438. | 16.67 | 23.44 | 23.94 | 18.18 | 28.13 | 28.17 | 18.18 | 26.56 | 35.21 | 46.97 | 21.88 | 12.68 |
| Grade 4 | 2423. | 2423. | 2460. | 9.23 | 8.57 | 21.21 | 21.54 | 28.57 | 34.85 | 24.62 | 17.14 | 10.61 | 44.62 | 45.71 | 33.33 |
| Grade 5 | 2472. | 2456. | 2467. | 12.50 | 8.96 | 12.12 | 29.17 | 29.85 | 22.73 | 18.75 | 11.94 | 30.30 | 39.58 | 49.25 | 34.85 |
| All Grades | N/A | N/A | N/A | 12.78 | 13.43 | 19.21 | 23.79 | 28.86 | 28.57 | 20.26 | 18.41 | 25.62 | 43.17 | 39.30 | 26.60 |

| 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 | 10.61 | 18.75 | 23.94 | 36.36 | 54.69 | 57.75 | 53.03 | 26.56 | 18.31 |
| Grade 4 | 9.23 | 8.57 | 27.27 | 55.38 | 51.43 | 43.94 | 35.38 | 40.00 | 28.79 |
| Grade 5 | 16.67 | 13.43 | 13.64 | 43.75 | 32.84 | 48.48 | 39.58 | 53.73 | 37.88 |
| All Grades | 12.78 | 13.43 | 21.67 | 44.93 | 46.27 | 50.25 | 42.29 | 40.30 | 28.08 |

| 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 | 16.67 | 17.19 | 14.08 | 34.85 | 50.00 | 66.20 | 48.48 | 32.81 | 19.72 |
| Grade 4 | 13.85 | 10.00 | 16.67 | 49.23 | 47.14 | 60.61 | 36.92 | 42.86 | 22.73 |
| Grade 5 | 22.92 | 17.91 | 19.70 | 40.63 | 37.31 | 42.42 | 36.46 | 44.78 | 37.88 |
| All Grades | 18.50 | 14.93 | 16.75 | 41.41 | 44.78 | 56.65 | 40.09 | 40.30 | 26.60 |

| 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 | 9.09 | 9.38 | 21.13 | 66.67 | 78.13 | 70.42 | 24.24 | 12.50 | 8.45 |
| Grade 4 | 4.62 | 11.43 | 13.64 | 52.31 | 58.57 | 69.70 | 43.08 | 30.00 | 16.67 |
| Grade 5 | 14.58 | 8.96 | 9.09 | 52.08 | 65.67 | 62.12 | 33.33 | 25.37 | 28.79 |
| All Grades | 10.13 | 9.95 | 14.78 | 56.39 | 67.16 | 67.49 | 33.48 | 22.89 | 17.73 |

| 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 | 15.15 | 32.81 | 26.76 | 53.03 | 48.44 | 61.97 | 31.82 | 18.75 | 11.27 |
| Grade 4 | 9.23 | 14.29 | 21.21 | 55.38 | 42.86 | 46.97 | 35.38 | 42.86 | 31.82 |
| Grade 5 | 20.83 | 10.45 | 13.64 | 41.67 | 46.27 | 54.55 | 37.50 | 43.28 | 31.82 |
| All Grades | 15.86 | 18.91 | 20.69 | 48.90 | 45.77 | 54.68 | 35.24 | 35.32 | 24.63 |

Conclusions based on this data:

1. 2019 ELA CAASPP data shows that 48% of our students met or exceeded standards.
2. There has been a decrease in the number of students nearly meeting or not meeting overall standards however 52% of students are still not meeting standards in ELA.
3. 2019 ELA CAASPP data shows the most growth in writing. Reading and listening has shown the least growth.

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 | 69 | 68 | 72 | 69 | 68 | 72 | 69 | 68 | 72 | 100 | 100 | 100 |
| Grade 4 | 66 | 71 | 67 | 66 | 71 | 67 | 66 | 71 | 67 | 100 | 100 | 100 |
| Grade 5 | 100 | 69 | 72 | 99 | 69 | 70 | 99 | 69 | 70 | 99 | 100 | 97.2 |
| All Grades | 235 | 208 | 211 | 234 | 208 | 209 | 234 | 208 | 209 | 99.6 | 100 | 99.1 |

* 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 | 2413. | 2416. | 2436. | 14.49 | 11.76 | 18.06 | 27.54 | 27.94 | 31.94 | 18.84 | 27.94 | 30.56 | 39.13 | 32.35 | 19.44 |
| Grade 4 | 2442. | 2444. | 2462. | 6.06 | 11.27 | 17.91 | 27.27 | 22.54 | 23.88 | 27.27 | 25.35 | 32.84 | 39.39 | 40.85 | 25.37 |
| Grade 5 | 2467. | 2451. | 2470. | 13.13 | 8.70 | 17.14 | 15.15 | 13.04 | 8.57 | 19.19 | 24.64 | 28.57 | 52.53 | 53.62 | 45.71 |
| All Grades | N/A | N/A | N/A | 11.54 | 10.58 | 17.70 | 22.22 | 21.15 | 21.53 | 21.37 | 25.96 | 30.62 | 44.87 | 42.31 | 30.14 |

| 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 | 27.54 | 19.12 | 29.17 | 30.43 | 41.18 | 38.89 | 42.03 | 39.71 | 31.94 |
| Grade 4 | 19.70 | 16.90 | 22.39 | 31.82 | 30.99 | 44.78 | 48.48 | 52.11 | 32.84 |
| Grade 5 | 20.20 | 14.49 | 20.00 | 22.22 | 24.64 | 28.57 | 57.58 | 60.87 | 51.43 |
| All Grades | 22.22 | 16.83 | 23.92 | 27.35 | 32.21 | 37.32 | 50.43 | 50.96 | 38.76 |

| 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 | 15.94 | 19.12 | 27.78 | 43.48 | 47.06 | 54.17 | 40.58 | 33.82 | 18.06 |
| Grade 4 | 10.61 | 14.08 | 17.91 | 46.97 | 43.66 | 47.76 | 42.42 | 42.25 | 34.33 |
| Grade 5 | 10.10 | 10.14 | 17.14 | 35.35 | 36.23 | 32.86 | 54.55 | 53.62 | 50.00 |
| All Grades | 11.97 | 14.42 | 21.05 | 41.03 | 42.31 | 44.98 | 47.01 | 43.27 | 33.97 |

| 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 | 21.74 | 22.06 | 26.39 | 49.28 | 52.94 | 58.33 | 28.99 | 25.00 | 15.28 |
| Grade 4 | 12.12 | 18.31 | 23.88 | 50.00 | 49.30 | 49.25 | 37.88 | 32.39 | 26.87 |
| Grade 5 | 13.13 | 10.14 | 12.86 | 36.36 | 39.13 | 44.29 | 50.51 | 50.72 | 42.86 |
| All Grades | 15.38 | 16.83 | 21.05 | 44.02 | 47.12 | 50.72 | 40.60 | 36.06 | 28.23 |

Conclusions based on this data:

1. 2019 Mathematics CAASPP data shows that 39.3% of our students scored at Standard Exceeded or Standard Met, 30.62% Nearly Met Standard, and 30.42% scored at Standard not met.
2. Third grade had 50% students scoring at Standard Exceeding or Nearly Met.
3. 2019 Mathematics in CAASPP showed improvement in Problem Solving and Communicating Reasoning in the % of students Above and AT or Near Standard.

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 | 1432.2 | 1413.0 | 1444.0 | 1420.9 | 1404.4 | 1394.6 | 45 | 35 |
| Grade 1 | 1484.4 | 1380.3 | 1496.8 | 1396.6 | 1471.3 | 1363.6 | 32 | 17 |
| Grade 2 | 1471.6 | 1448.6 | 1469.9 | 1457.1 | 1472.8 | 1439.5 | 32 | 22 |
| Grade 3 | 1468.6 | * | 1453.4 | * | 1483.2 | * | 23 | 7 |
| Grade 4 | 1480.1 | 1515.9 | 1476.8 | 1503.8 | 1483.0 | 1527.5 | 28 | 25 |
| Grade 5 | 1505.3 | 1481.4 | 1511.0 | 1477.9 | 1499.2 | 1484.4 | 24 | 25 |
| All Grades | | | | | | | 184 | 131 |

| 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 | 42.22 | 2.86 | 28.89 | 34.29 | * | 48.57 | * | 14.29 | 45 | 35 |
| 1 | 56.25 | 0.00 | * | 5.88 | * | 23.53 | * | 70.59 | 32 | 17 |
| 2 | 40.63 | 4.55 | * | 18.18 | * | 50.00 | * | 27.27 | 32 | 22 |
| 3 | | * | * | * | * | * | * | * | 23 | * |
| 4 | * | 24.00 | 42.86 | 40.00 | * | 24.00 | * | 12.00 | 28 | 25 |
| 5 | * | 8.00 | 50.00 | 24.00 | * | 44.00 | * | 24.00 | 24 | 25 |
| All Grades | 30.98 | 7.63 | 32.61 | 26.72 | 14.67 | 39.69 | 21.74 | 25.95 | 184 | 131 |

| 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 | 53.33 | 2.86 | 24.44 | 42.86 | * | 40.00 | * | 14.29 | 45 | 35 |
| 1 | 59.38 | 0.00 | * | 23.53 | * | 41.18 | * | 35.29 | 32 | 17 |
| 2 | 53.13 | 13.64 | * | 40.91 | * | 22.73 | * | 22.73 | 32 | 22 |
| 3 | * | * | * | * | * | * | * | * | 23 | * |
| 4 | * | 44.00 | * | 28.00 | * | 16.00 | * | 12.00 | 28 | 25 |
| 5 | 62.50 | 24.00 | * | 36.00 | | 20.00 | * | 20.00 | 24 | 25 |
| All Grades | 47.83 | 17.56 | 25.00 | 34.35 | 10.87 | 28.24 | 16.30 | 19.85 | 184 | 131 |

| 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 | 26.67 | 11.43 | 24.44 | 14.29 | 40.00 | 57.14 | * | 17.14 | 45 | 35 |
| 1 | 53.13 | 0.00 | * | 0.00 | * | 17.65 | * | 82.35 | 32 | 17 |
| 2 | * | 4.55 | * | 4.55 | * | 22.73 | * | 68.18 | 32 | 22 |
| 3 | * | * | * | * | * | * | 47.83 | * | 23 | * |
| 4 | | 20.00 | * | 20.00 | * | 44.00 | 50.00 | 16.00 | 28 | 25 |
| 5 | * | 0.00 | * | 0.00 | * | 60.00 | * | 40.00 | 24 | 25 |
| All Grades | 22.28 | 7.63 | 22.83 | 9.16 | 23.91 | 42.75 | 30.98 | 40.46 | 184 | 131 |

| 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 | 60.00 | 2.86 | 31.11 | 85.71 | * | 11.43 | 45 | | 35 |
| 1 | 68.75 | 5.88 | * | 64.71 | * | 29.41 | 32 | | 17 |
| 2 | 50.00 | 9.09 | 37.50 | 77.27 | * | 13.64 | 32 | | 22 |
| 3 | * | * | 52.17 | * | * | * | 23 | | * |
| 4 | * | 32.00 | 60.71 | 48.00 | * | 20.00 | 28 | | 25 |
| 5 | * | 4.00 | 50.00 | 68.00 | * | 28.00 | 24 | | 25 |
| All Grades | 44.57 | 9.92 | 39.67 | 70.23 | 15.76 | 19.85 | 184 | | 131 |

| 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 | 46.67 | 8.57 | 33.33 | 65.71 | * | 25.71 | 45 | | 35 |
| 1 | 50.00 | 0.00 | 40.63 | 64.71 | * | 35.29 | 32 | | 17 |
| 2 | 59.38 | 18.18 | * | 59.09 | * | 22.73 | 32 | | 22 |
| 3 | * | * | * | * | * | * | 23 | | * |
| 4 | 53.57 | 52.00 | * | 40.00 | * | 8.00 | 28 | | 25 |
| 5 | 70.83 | 52.00 | * | 24.00 | * | 24.00 | 24 | | 25 |
| All Grades | 51.63 | 27.48 | 31.52 | 49.62 | 16.85 | 22.90 | 184 | | 131 |

| 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 | * | 2.86 | 66.67 | 91.43 | * | 5.71 | 45 | 35 |
| 1 | 56.25 | 0.00 | * | 11.76 | * | 88.24 | 32 | 17 |
| 2 | 34.38 | 4.55 | 37.50 | 40.91 | * | 54.55 | 32 | 22 |
| 3 | * | * | * | * | 60.87 | * | 23 | * |
| 4 | | 20.00 | 46.43 | 44.00 | 53.57 | 36.00 | 28 | 25 |
| 5 | * | 0.00 | 54.17 | 44.00 | * | 56.00 | 24 | 25 |
| All Grades | 21.74 | 5.34 | 44.57 | 51.91 | 33.70 | 42.75 | 184 | 131 |

| 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 | 42.22 | 31.43 | 44.44 | 34.29 | * | 34.29 | 45 | 35 |
| 1 | 43.75 | 0.00 | * | 11.76 | * | 88.24 | 32 | 17 |
| 2 | * | 9.09 | 56.25 | 31.82 | * | 59.09 | 32 | 22 |
| 3 | * | * | 56.52 | * | * | * | 23 | * |
| 4 | * | 32.00 | 50.00 | 60.00 | * | 8.00 | 28 | 25 |
| 5 | * | 0.00 | 62.50 | 72.00 | * | 28.00 | 24 | 25 |
| All Grades | 28.26 | 16.03 | 48.37 | 45.04 | 23.37 | 38.93 | 184 | 131 |

Conclusions based on this data:

1. There are 131 EL students at Meyer.
2. 8% are at Level 4 overall; 27% at Level 3; 40% at Level 2 and 26% are at Level 1.
3. The overall areas of strength are in Listening and Speaking with Reading and Writing being the least area of growth.

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 |
| 369 | 87.8 | 47.2 | This is the percent of students whose well-being is the responsibility of a court. |
| 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. | |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 174 | 47.2 |
| Socioeconomically Disadvantaged | 324 | 87.8 |
| Students with Disabilities | 46 | 12.5 |





| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 3 | 0.8 |
| American Indian | 3 | 0.8 |
| Asian | 47 | 12.7 |
| Filipino | 20 | 5.4 |
| Hispanic | 291 | 78.9 |
| Two or More Races | 2 | 0.5 |
| White | 3 | 0.8 |

Conclusions based on this data:

1. Meyer has a large number of socio-economically disadvantaged students.
2. Almost half of Meyer's students are English learners.
3. Meyer has a diverse student population with the majority being Hispanic/Latino.

School and Student Performance Data

Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students | | |
|---|---|---|
| Academic Performance | Academic Engagement | Conditions & Climate |
| <div>English Language Arts</div> <div></div> <div>Yellow</div> | <div>Chronic Absenteeism</div> <div></div> <div>Orange</div> | <div>Suspension Rate</div> <div></div> <div>Orange</div> |
| <div>Mathematics</div> <div></div> <div>Green</div> | | |

Conclusions based on this data:

1. We need to improve our Chronic Absenteeism.
2. We need to improve our Suspension rate.
3. Our EL progress needs to be measured and recorded.

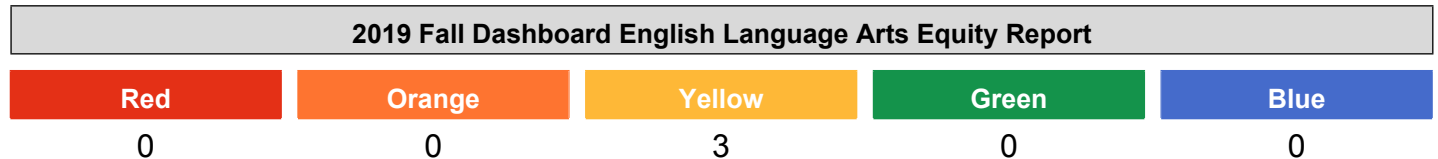
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | | | |
|--|---|---|---|--|
| All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged |
|  Yellow 9.3 points below standard Increased Significantly ++22.1 points 195 |  Yellow 17.2 points below standard Increased Significantly ++17.8 points 132 |  No Performance Color 0 Students |  No Performance Color 0 Students |  Yellow 12.2 points below standard Increased Significantly ++19 points 173 |
| | |  No Performance Color 73.3 points below standard Increased Significantly ++48.6 points 26 | | |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|---|--|--|--|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | Asian  No Performance Color 33.9 points above standard Increased Significantly ++25.5 points 20 | Filipino  No Performance Color 35.6 points above standard Increased Significantly ++25 points 16 |
| Hispanic  Yellow 19 points below standard Increased Significantly ++19.6 points 155 | Two or More Races  No Performance Color 0 Students | Pacific Islander  No Performance Color 0 Students | White  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 106.3 points below standard Increased ++12.1 points 39 | Reclassified English Learners 20.2 points above standard Declined -3 points 93 | English Only 2.9 points below standard Increased Significantly ++22.3 points 53 |
|--|--|--|

Conclusions based on this data:

1. All students grew 22.1 points in ELA Overall.
2. Hispanic students grew 19.6 points overall.
3. Socially Economic Disadvantaged students increased 19 points in ELA.

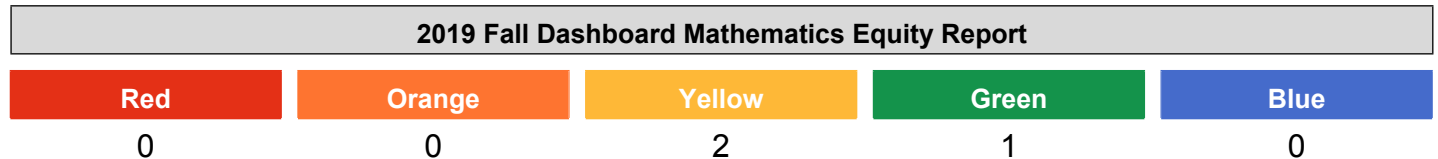
School and Student Performance Data

Academic Performance Mathematics





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









This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| All Students  Green 19.7 points below standard Increased Significantly ++20 points 195 | English Learners  Yellow 26 points below standard Increased Significantly ++15 points 132 | Foster Youth |
| Homeless | Socioeconomically Disadvantaged  Green 23.6 points below standard Increased Significantly ++18.1 points 173 | Students with Disabilities  No Performance Color 101.2 points below standard Increased Significantly ++16.3 points 26 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| | | | |
|---|--|--|--|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | Asian  No Performance Color 54.2 points above standard Increased Significantly ++25.2 points 20 | Filipino  No Performance Color 23.5 points above standard Declined -4.4 points 16 |
| Hispanic  Yellow 32.8 points below standard Increased Significantly ++19 points 155 | Two or More Races | Pacific Islander | White  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 101.7 points below standard Increased ++10.1 points 39 | Reclassified English Learners 5.7 points above standard Maintained -2.5 points 93 | English Only 13.6 points below standard Increased Significantly ++25.7 points 53 |
|--|---|---|

Conclusions based on this data:

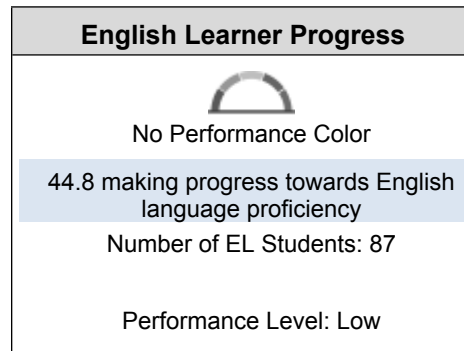
1. All students showed growth but still need to progress.
2. Hispanic students increased 19 points but still 33 points below standard.
3. EL students increased 15 points but are still below standard by 26 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 21.8 | 33.3 | | 44.8 |

Conclusions based on this data:

1. 19% decreased one ELPI level.
2. 29% of our EL's are at Levels 1 and 2.
3. 39% progressed at least one ELPI level.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1. DNA

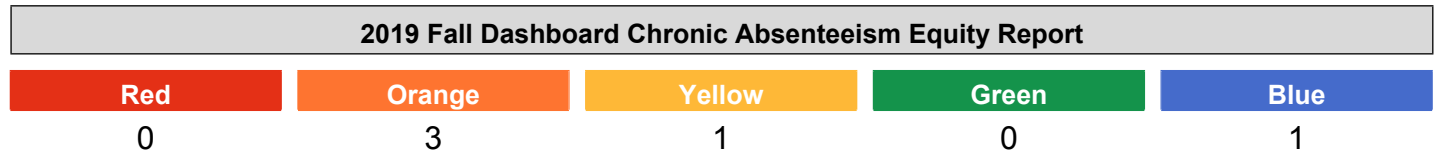
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| All Students  Orange 13.9 Increased +0.6 397 | English Learners  Yellow 11.2 Declined -2.2 188 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Socioeconomically Disadvantaged  Orange 13.7 Maintained -0.2 350 | Students with Disabilities  Orange 17.5 Increased +2.6 63 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|---|--|--|--|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Asian  Blue 2.1 Declined -1.8 47 | Filipino  No Performance Color 4.3 Increased +0.6 23 |
| Hispanic  Orange 15.6 Maintained +0.2 314 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |

Conclusions based on this data:

1. About 14% of students are chronically absent.
2. Hispanic students have the highest percentage of chronic absenteeism.
3. English Learners declined by 2%

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. DNA

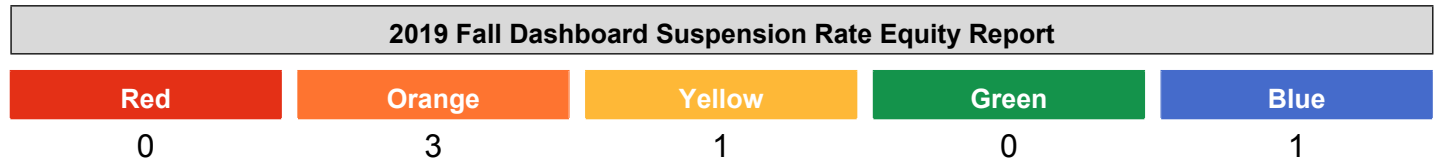
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| All Students  Orange 2 Increased +0.4 405 | English Learners  Orange 2.1 Increased +0.4 192 | Foster Youth  No Performance Color Less than 11 Students - Data Not 3 |
| Homeless  No Performance Color Less than 11 Students - Data Not 1 | Socioeconomically Disadvantaged  Yellow 2 Maintained +0.2 357 | Students with Disabilities  Orange 4.8 Increased +2.2 63 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|---|--|--|--|
| African American  No Performance Color Less than 11 Students - Data 3 | American Indian  No Performance Color Less than 11 Students - Data 4 | Asian  Blue 0 Declined -1.9 50 | Filipino  No Performance Color 0 Maintained 0 24 |
| Hispanic  Orange 2.5 Increased +1.1 318 | Two or More Races  No Performance Color Less than 11 Students - Data 2 | Pacific Islander  No Performance Color Less than 11 Students - Data 1 | White  No Performance Color Less than 11 Students - Data 3 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 1.5 | 2 |

Conclusions based on this data:

1. 1.5% to 2% of students were suspended.
2. Suspensions for Hispanic students increased 1.1%.
3. Suspensions for students with disabilities increased by 2.2%.

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

At least 55% of all K-5 students will be at or above grade level in Reading as measured by the Level Screener and I-Ready assessments.

The percentage of students that are meeting or exceeding standard will increase by 10% over the school year in Math and ELA for the 2019-2020 school year as measured by the SBAC.

Identified Need

52% of students are below standard in ELA.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------------|--|--------------------------------|
| Benchmark Level Screener in ELA | 43.56% of students are at Benchmark or above | 11% Growth in over all Reading |
| Smarter Balanced Performance in Math | 38% of students are meeting or exceeding standards | 10% Growth in over all math |
| Smarter Balanced Performance in ELA | 47% of students are meeting or exceeding standards | 10% Growth in all over ELA |

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

1. Classroom teachers will regularly assess students' mastery of standards by examining student work and assessments.

2. Benchmark Writing assessments,

Benchmark Advance assessments, informal observation, and formative assessments will continue to be used to monitor students' progress.

3. Common core aligned assessments will be analyzed by individual classroom teachers and grade level teams to identify areas of need.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 0.00 | None Specified None Specified |
| 00.00 | None Specified None Specified |
| 920.00 | Title I 3000-3999: Benefits |
| 0.00 | None Specified None Specified |
| 2000.00 | Title I 1000-1999: Certificated Personnel Salaries Intervention-Extra Duty |
| 0.00 | None Specified None Specified |
| 2000.00 | Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers |
| 0.00 | None Specified None Specified |
| 7800. | LCFF Supplemental/Concentration 4000-4999: Books And Supplies Materials and Supplies |
| 3636 | Title I 5000-5999: Services And Other Operating Expenditures Rentals, Equipment Maintenance, Overages |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will benefit from the following strategies and activities.

Strategy/Activity

4. i-Ready Diagnostic, i-Ready Benchmark, Standards Mastery, assessments will be administered.
5. Teachers will analyze assessments for areas of improvement, take specific steps and strategies to increase performance on next assessment and backwards plan.
6. Teachers will collaborate regularly using data from all assessments.
7. Principal will attend the IL PLC to receive professional development from District and NTC and bring back information to Meyer Teachers.
8. CWT's by principal to ensure that instruction is aligned to CCSS.
9. Meyer staff will participate in professional development opportunities, including, district and site professional development.
10. Best practices will be shared throughout the school year at regularly scheduled staff and grade level meetings.
11. Principal will cover classrooms in order for teachers to observe one another.
12. Teachers will implement differentiated instruction and interventions before, during, and after school to meet the needs of students not meeting grade level standards

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 10000 | Title I 5000-5999: Services And Other Operating Expenditures Travel and Conferences |
| 12123 | Title I 4000-4999: Books And Supplies Instructional Materials and Supplies |
| 45000 | Title I 5800: Professional/Consulting Services And Operating Expenditures Little Heroes and Tutoring TBD |
| 7000 | Title I 5000-5999: Services And Other Operating Expenditures |

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All students will benefit from the following strategies and activities.

Strategy/Activity

1. Teachers will integrate the use of Raz Kids. Using Raz Kids interactive eBooks.
2. Teachers plan lessons daily to incorporate technology.
3. Students will listen, view, and verbally discuss curriculum stories and various literary works from, CDs, videos, and other technology devices.

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)**

1340

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Raz Kids

0.00

None Specified
None Specified

0.00

None Specified
None Specified

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All students will participate in enrichment activities as available.

Strategy/Activity

4. Students will participate in enrichment experiences such as field trips, cultural events, and after school enrichment activities.
5. PTA will provide Math and Literacy Nights with a technology component.
6. Laptops/computers hardware, and software will need to be periodically maintained and upgraded to support the implementation of educational technology.
7. Provide Supplemental materials and or additional district adopted core materials to increase student achievement.

8. Teachers will align instruction with enrichment opportunities within the community through field trips, community outreach programs (e.g. City of San Jose, Synopsis, Museum of Art, Happy Hollow, etc.)

9.. City Year Staff will provide Tier 2 intervention in the area of ELA to targeted student population.

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) |
|-----------|--|
| 3000 | Title I 5000-5999: Services And Other Operating Expenditures Field Trip Transportation and Fees Admission |
| | None Specified None Specified |
| 8000 | LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Contracted Services-Little Heroes and Tutoring TBD |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Principal and teachers will identify the problem of practice and action steps to meet the desired goal to support academic achievement.

Strategy/Activity

- 1 Teachers will collaborate regularly to analyze data to make adjustments in instruction to increase student achievement.
- 2.The Principal will attend IL PLC trainings and create an action plan based on teacher input.
3. Teachers will collaborate, create and implement learning plans for non-proficient students.
4. Principal will conduct walk-throughs to monitor implementation of plans.
5. Teachers can participate in technology PD at the site and district office to enhance English language arts and math instruction.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|----------------|
| 0.00 | None Specified |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will improve in math.

Strategy/Activity

- 1. Teachers will review student academic progress at the end of each unit.
- 2. Teachers will be given opportunities to visit other class to observe best practices.
- 3 Cross grade level meetings will be conducted to share strategies in critical thinking, problem solving, comprehension and computation strategies.
- 4. Students will do shared interactive, independent math equations and other problem solving (reading) activities on a daily basis.
- 5. Teachers will extend and include math curriculum into other curricular areas.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|----------------|
| 0.00 | None Specified |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Special Education students will show improvement the in areas of English language arts and mathematics.

Strategy/Activity

- 1. Identified staff will participate in Language Live, Read Well and Ready to Advance during the school year to better understand how to meet the needs of their students
- 2. At meetings review student progress regarding goals and objectives with parents and school personnel.

3. Implement IEP goals on a daily basis.
4. Ensure IEP teams know the dates and locations for IEP meetings
5. Check for understanding modifying and adjusting lessons as necessary.
6. Scaffold instruction and use cooperative learning activities/blended learning to increase student achievement.
7. Provide frequent verbal and non-verbal responses throughout the lesson.
8. Use and explain academic language throughout a lesson.
9. One on one, small group instruction between identified students and teacher.

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)

0.00

Source(s)

None Specified

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.

The staff reviewed and analyzed last year's data in August 2019. Staff identified areas of need in ELA and Math and developed the growth goals. Staff also focused on ELA for their problem of practice to support their growth goals. The staff was working towards making progress on their goals when the school closures started. The staff would like to continue working on these goals.

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 are no major differences between intended implementation and budgeted expenditures.

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.

At this point in time there are no changes towards this goal. The staff will continue to focus on their problem of practice in the area of ELA. They will continue to review the data in the use of the leveled screener to anticipate meeting their desired growth goals and to determine if the strategies implemented will produce the desired outcomes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

70% of our EL students will grow one overall proficiency level as measured by the ELPAC Test. School Closure did not allow us to make progress so we want to continue working on this goal.

Identified Need

The 2018-2019 Summative ELPAC scores showed that only 7.63% of students are at Level 4 in overall proficiency.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------|--|---|
| Summative ELPAC Test Results | The 2018-2019 Summative ELPAC test results identified the following: 25.95% of students are at Level 1; 39.60% of students are at Level 2; 26.72 of students are at Level 3 7.63% of students are at Level 4. | 70% of our EL students will grow one overall proficiency level as measured by the ELPAC test. |
| ELD lesson plans | | |

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 EL students will benefit from the following strategies and activities.

Strategy/Activity

1. Teachers will identify their English Learners and analyze ELPAC progress.
2. Principal to conduct walk-throughs to ensure instructional strategies are addressing the needs of English Learners.
3. A 30 minute Designated ELD period will be implemented daily.

4. Teachers will explicitly employ ELD strategies throughout the school day to support students in attaining English Language proficiency.

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)

0.00

Source(s)

None Specified
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All EL students will benefit from the following strategies and activities.

Strategy/Activity

5. Teachers will use oral language development strategies on a regular basis and will meet to collaborate and plan units.

6. Teachers will group students by language proficiency level to differentiate instruction within their classes.

7. Teachers will make explicit reference to standards and objectives both orally and in writing while delivering their lessons.

8. Teachers will check for understanding modifying and adjusting lessons as necessary.

9. Teachers will employ integrated ELD techniques including student interaction strategies on a regular basis.

10. Teachers will explicitly teach academic language.

11. Teachers will reteach concepts, skills, and standards not mastered.

12. Teachers will use word walls, visuals, realia, and shared Google folders.

13. Teachers will make content accessible through use of structured oral language development, sentence frames, scaffolds, and making connections to students' prior knowledge, and cultural background.

14. Teachers will assess student progress on an on-going basis using formative assessments, Benchmark assessments, and I-Ready,

15. During ELAC meetings, information about resources for ELs will be provided to parents and will be trained to support their ELs at home.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|----------------------------------|
| 0.00 | None Specified None Specified |
| 0.00 | None Specified None Specified |
| 0.00 | None Specified None Specified |
| 0.00 | None Specified None Specified |
| 0.00 | None Specified |
| 0.00 | None Specified |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Identified EL students will benefit from the following interventions.

Strategy/Activity

- 16. Provide targeted intervention for English Language Learners during ELD time using ELD curriculum, standards, and strategies
- 17. Teacher will use i-Ready data and students' ELPAC levels to identify students for further interventions addressing ELPAC Beginning levels.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|----------------|
| 0.00 | None Specified |

| | |
|------|----------------------------------|
| | None Specified |
| 0.00 | None Specified None Specified |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Identified EL students will benefit from the followinog strategies and activities.

Strategy/Activity

18. Recognize the achievement of ELs and students who are reclassified (parents notified).
Celebration for reclassified students will take place at the end of the school year.

19. Imagine Learning program for newcomers

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|----------------|
| 0.00 | None Specified |

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.

Teachers have a designated a 30 minute ELD instructional time in their lesson plans. Teachers integrate ELD strategies throughout the day while teaching all the content areas.

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

No major differences or changes in budgeted expenditures have been identified.

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.

No changes will be made 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

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

Goal 3

All Meyer students will be educated in a learning environment which is safe, nurturing, supportive and conducive to learning. By June 2020, the average daily attendance will increase to 97%. The academic and behavioral systems in place at Meyer will benefit 100% of our students. School closure put a hold on progress. Staff wants to continue working on this goal.

Identified Need

Parent participation is low as indicated by attendance sheets provided at each parent function.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------------|--|--|
| Report on average daily attendance. | Last year the average daily attendance was at 95.68% The first three months of the 2019-20 school year the average daily attendance is at 95.27%. | Increase the average daily attendance to 97% |

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 will benefit as a result of the PBIS training received and implemented.

Strategy/Activity

1. Promote a positive culture in the classroom and throughout the school.
2. Tier II Professional development is provided to PBIS team.
3. Follow common school-wide and classroom behavior expectations. This promotes a safe, nurturing and supportive environment which supports learning.
(Be Respectful, Be Responsible, Be Safe)
4. Use PBIS referrals and Uh-Ohs/citations.

5. Teachers and principal monitor number of behavior referrals and suspensions.

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)

0.00

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will benefit from the PBIS strategies and procedures implemented at the site.

Strategy/Activity

6. Incorporate strategies throughout the school to support students and promote community.

7. Implement school-wide incentives, including Blue Jay Bucks, free dress days, Blue Jay Raffles, Walking Club Top Walker of the Month and Student of the Month.

8. Conduct safety drills.

9. Provide classroom environments that are conducive to learning, including PBIS implementation and promoting growth mind set.

10. Teachers will incorporate enrichment experiences such as field trips and assemblies to correlate with PBIS.

11. Ensure communication, collaboration, and rapport with staff, administration, parents, and community

12. CWT's by principal to ensure learning environment is conducive to meeting the needs of students.

13. Hold Restorative Conversations as appropriate to resolve student conflict.

14. Provide opportunities for students to learn good sportsmanship, team sports and be role models for younger 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)

Strategy/Activity 3

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)

0.00

None Specified
None Specified

0.00

None Specified
None Specified

Strategy/Activity 4

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)

0.00

None Specified
None Specified

0.00

None Specified
None Specified
5a. Service Contract

0.00

None Specified

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.

Principal and Attendance Clerks will monitor the average daily attendance. Principal will meet with truant families and explain the importance of attending school on a regular basis.

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

No prior records are available for review to recommend any changes or modifications.

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.

No prior records are available for review to recommend any changes or modifications.

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

Meyer will hold at least two monthly school/community engagement events. The goal is to have at least 30 or more parents in attendance.

Identified Need

Parent participation needs to increase at all school activities and functions.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| Parent Sign-in Sheets for meetings and events | No prior anecdotal records from past years are available. | There will be an increase in parent participation as noted from the beginning of the school year to the end of the year. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All parents and families will be offered various opportunities to participate in school events and functions.

Strategy/Activity

1. Actively recruit parents of English Learners to become more informed and involved.
2. Establish a functioning ELAC.
3. Provide professional development classes for parents to support students at home.
4. Provide parents with information regarding parenting classes offered in the community.
5. Parents will be given opportunities to provide input regarding school's strengths and needs.
6. Hold monthly Coffee with the Principal.

7. Send Parent Square announcements regularly.
8. Provide a monthly newsletter.
9. Community Liaison/Principal translates at all parent meetings.
- 10 Back to School Night / Food Trucks
11. Open House/Food Truck
12. Parent Teacher Conferences
13. Breakfast with Santa
14. City Year Showcase
15. Community altar for Day of the Dead
16. PTA Sponsored Events:
 - Potluck
 - Fall Festival
 - Movie Night
 - Card Making/Craft Night
 - Bingo
 - Valentine Card Making
 - DEAR Night
 - Literacy/Math Day
 - International Day

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

None Specified

Strategy/Activity 2

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) |
|-----------|----------------------------------|
| 0.00 | None Specified None Specified |

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.

There was improvement made in parent participation. However due the school closure many events were cancelled. Staff would like to continue with 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.

This year will be used to determine a baseline for data.

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. This year will be used to determine a baseline for data.

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

None.

Goal 5

DNA

Identified Need

DNA

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

None.

Goal 6

DNA

Identified Need

DNA

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

None.

Goal 7

DNA

Identified Need

DNA

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

None.

Goal 8

DNA

Identified Need

DNA

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 | \$86,539.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$102,819.00 |

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 | \$87,019.00 |

Subtotal of additional federal funds included for this school: \$87,019.00

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/Concentration | \$15,800.00 |
| None Specified | \$0.00 |

Subtotal of state or local funds included for this school: \$15,800.00

Total of federal, state, and/or local funds for this school: \$102,819.00

Total Allocations by Funding Source

| Total Allocations by Funding Source | | |
|-------------------------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |
| Title I | 87019 | 0.00 |
| LCFF Supplemental/Concentration | 15800 | 0.00 |

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

| Name of Members | Role |
|------------------------|----------------------------|
| Dr. Silvia T. Carrillo | Principal |
| Yissel Vega | Other School Staff |
| Griselle Caballero | Classroom Teacher |
| Barbara Wilkie | Classroom Teacher |
| Monica Zamolo | Classroom Teacher |
| Martina Gomez | Parent or Community Member |
| Trina Haro | Parent or Community Member |
| Martha Vasquez | Parent or Community Member |
| Neelam Kaur | Parent or Community Member |
| Gloria Vazquez | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: PTA, SPARC, DAC

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 5/22/20.

Attested:

Principal, Victor A. Guendulain on 5/22/20

SSC Chairperson, Trina Haro 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceusesinvestment.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/guidanceusesinvestment.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