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
Ben Painter Elementary	43-69369-6046122	May 21, 2020	June 25, 2020

Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to align district and school goals. In addition, it is our intention to use our resources in a way that will maximize our chances to accomplish our stated goals.

Comprehensive Needs Assessment Components

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

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

Survey results indicate that staff desires time to collaborate with their grade level regarding lesson planning and data analysis. Surveys are also used throughout the school year to gauge parent and student engagement in activities. They identify specific needs for certain activities or programs that may improve the learning process. A survey is used to check the school culture and what may be some of the needs for improvement or change in our school wide Positive Behavior Intervention System (PBIS).

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

During regularly scheduled classroom visits, teachers are becoming proficient in incorporating small group guided reading instruction. This allows them to differentiate instruction based on students needs and provide intensive support for identified students. Academic language is used and encouraged during classroom instruction. Classroom observations occur weekly.

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)

Ben Painter Elementary School uses the following state and local assessments to modify instruction and improve student achievement:
- CAASPP
- ELPAC
- District Writing Assessments
- Benchmark Unit Assessments and Performance Tasks & Level Screener
- enVision Math Assessments
- i-Ready Reading & Math Assessments

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

Painter has used a data driven cycle of inquiry approach to school improvement that affects budget, curriculum, instruction, assessment, and student achievement. Data is made readily available for teachers to analyze individually and within their grade level teams. Data is easily accessible for teachers through Illuminate, our district wide data system. This allows teachers the ability to compare class information 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. The data system also allows the administrator the opportunity to assess the effectiveness of curriculum and support intervention programs. In addition, assessment information form the following: criterion-referenced test performance (SBAC, ELPAC, etc.); district assessments; writing samples, suspension, referral and attendance data, student work samples, authentic assessment data from project based learning, inquiry based, work based, open ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, and to observe student performance.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Painter teachers are highly qualified by successfully completing subject matter assessments approved by the State of California in multiple subject content areas.

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

All Painter teachers are credentialed in the content areas in which they teach. All Painter students are taught by credentialed teachers. Professional Development is provided monthly through the district and during staff meetings.

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

Painter Elementary School has ensured the alignment of staff development to academic standards through the following practices:
- Teachers have participated in TK-5 training which has a heavy emphasis on standards based materials.
- Teachers have participated in Guided Reading, small group instruction, math training, and other professional development trainings to support their professional needs.
- Newly credentialed teachers will participate in activities that focus on the use of standard based reading materials.
- All teachers participate in school and district sponsored grade level meetings that focus on standards based adopted instructional programs.

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

All teachers at Painter have access to District resources. At Painter, ILT members provide ongoing instructional assistance and support to teachers, as well as onsite administrator support from the principal.

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

Teachers collaborate regularly. Time is set aside for grade level collaboration meetings. These meetings are focused on analyzing data and focusing on the needs of all students.

Teaching and Learning

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

Painter uses state approved and district approved texts that are aligned with the California Common Core State Standards to support student learning and in accessing grade-level texts to prepare for annual standardized assessments.

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

Kindergarten students receive 200 minutes of instruction daily. Students in grades 1st-3rd receive 305 minutes of instruction four days a week and 230 minutes of instruction one day a week. Students in grades 4th-5th receive 325 minutes of instruction four days a week and 250 minutes of instruction one day a week because the District has adopted a 4/1 schedule. Instructional minutes in reading and mathematics are strictly adhered to as evidenced in teacher lesson plans.

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

Teachers at Painter unitize pacing guides to create their unit plans and to plan small group intervention.

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

Painter Elementary School ensures the availability of standards based instructional materials for all students through the following practices:
- The school has academic materials from the state adopted (K-8) that is aligned with the academic content standards.
- Teachers regularly examine student work samples at grade level meetings to ensure that students are mastering grade level standards.
- Teacher lesson plans make explicit reference to the standards being taught.
- Our District works with site administrators and teachers to support the implementation of standards aligned curricular programs.
- Consumables are provided to implement standards based instructional programs.
- Staff development is provided in effective research based practices.
- Staff development is provided in the use of standards aligned materials.
- Standards based assessments are being utilized at the school site.
- Student work samples are used to assess mastery of the academic 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)

Painter Elementary School uses materials which are State Board of Education adopted and which have standards aligned instructional materials, including intervention materials. The district Curriculum and Instruction department, through, a committee process, conducts the review, selection, and purchase of textbooks for our students from the state approved list. Painter teachers may participate in the selection process.
- Benchmark Advance Reading Program provides the basis for the our reading program.
- Our SBE mathematics program is Scott Foresman enVision Math. Math kits and hands on manipulatives for problem solving are abundant and integrated into the program.

Both programs are used in all grade levels.

Opportunity and Equal Educational Access

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

Painter Elementary School provides the following regular services to enable under-performing students to meet standards.
- After school intervention classes to students who are at-risk students scoring below proficiency levels in Language Arts and mathematics.
- Training teachers in differentiated instruction practices in the areas of reading and math.
- Teachers will continue to attend curriculum workshops provided by the District Office.
- Google Chromebooks and Thin Client laptops are used in grades K-5

Evidence-based educational practices to raise student achievement

Painter School uses a wide variety of research-based educational practices to raise student achievement.
- Teachers make their lesson objectives clear by stating them and writing them on the board.
- Teachers monitor progress and provide positive corrective feedback.
- Teachers use non-linguistic representation such as graphic organizers.
- Teachers collaboration of student data is used regularly and systematically to improve instruction.
- Teachers regularly differentiate instruction to meet the needs of all students.
- Guided Reading strategies are used daily during small group instruction. Teachers focus on teaching students specific reading behaviors and strategies.
- Professional developments are provided monthly to support teachers and administrators in curriculum implementation as well as research based instructional strategies by instructional services and at the school site.

Parental Engagement

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

Painter Elementary School uses the following resources to assist low performing students:
- Parent meetings are held regularly to discuss curriculum implementation, academic goals, and school wide data.
- Intervention plans, strategies, and resources are communicated and provided to families.
- Painter has created a family resource center to assist families with wrap around services for not just their student but their family as well.
- After school intervention classes to students who are at-risk students scoring below proficiency levels in Language Arts and mathematics.
- Student Study Teams are available to address the academic and behavior needs for students.
- Parent trainings are provided to better help parents support their child's academic progress.
- Think Together After School Program assists students with homework and enrichment activites.

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)

Painter School has a strong School Site Council/ELAC comprised of the principal, parents, and teachers. The School Site Council/ELAC along with the school's leadership team regular review the implementation of the School Plan and programs at Painter.

Funding

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

Painter Elementary School provides the following categorical funded services to enable under-performing students to meet standards:
- Title I and general funds are used to fund extended teacher collaboration time with a focus on supporting low-achieving students by improving program implementation and improving teaching and learning.
- Classroom teachers meet to analyze and assess student data to inform their instructional practices
- Title I, LCAP, and general funds are used to fund family involvement activities.
- Title I and LCAP funds are used to provided reading and mathematics intervention programs.
- Title I and LCAP funds are used to purchase supplementary mate3rials to support the core Language Arts and Math programs.

Fiscal support (EPC)

Painter School relies on several funding sources: categorical, unrestricted, and donations. Categorical funds comes from Title I, General Fund, and LCAP. Unrestricted funding comes from general education and lottery. Donations comes from local businesses, and private donations.

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 creating the SPSA, teachers, parents, students, and community members were an important part of the process. Information was collected via surveys, staff meetings, parent coffees, school site council and ELAC meetings.

Resource Inequities

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

Summer school, and after school intervention programs are difficult for students to attend due to a lack of transportation, and summer care.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.33%			1
African American	1.60%	0.6%	0.67%	6	2	2
Asian	30.48%	29.64%	31.1%	114	99	93
Filipino	14.44%	17.07%	14.72%	54	57	44
Hispanic/Latino	51.87%	50%	50.17%	194	167	150
Pacific Islander	0.80%	0.6%	1%	3	2	3
White	0.53%	0.9%	0%	2	3	0
Multiple/No Response	%	%	2.01%			0
			Total Enrollment	374	334	299

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	62	53	61
Grade 1	52	46	37
Grade 2	52	48	46
Grade3	60	51	51
Grade 4	70	65	47
Grade 5	76	69	55
Grade 6	1		
Grade 7		1	1
Grade 8	1	1	1
Total Enrollment	374	334	299

Conclusions based on this data:

1. Overall, our enrollment has been declining each year.

2. We have continually declined enrollment in 1st grade, 2nd grade, 4th grade, and 5th grade.

3. We increased enrollment in Kindergarten from the 18-19 school year to the 19-20 school year.

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	170	117	94	45.5%	35.0%	31.4%
Fluent English Proficient (FEP)	84	92	103	22.5%	27.5%	34.4%
Reclassified Fluent English Proficient (RFEP)	36	46	40	20.6%	27.1%	34.2%

Conclusions based on this data:

1. The percentage of English Learners has decreased each year from 35.0% to 31.4% with the corresponding numbers decreasing from 117 to 94.

2. The percentage of Fluent English Proficient increased each year from 27.5% to 34.4% with the corresponding numbers increasing from 92 to 103.

3. The percentage of Reclassified Fluent English Proficient increased each year from 27.1% to 34.2% with the corresponding numbers increasing from 46 to 40.

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	64	60	47	60	57	47	60	57	47	93.8	95	100
Grade 4	73	69	62	71	68	62	71	68	62	97.3	98.6	100
Grade 5	76	73	70	72	72	67	72	71	67	94.7	98.6	95.7
Grade 6			*			*			*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
All Grades	215	205	183	203	198	178	203	197	178	94.4	96.6	97.3

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2397.	2416.	2415.	13.33	17.54	21.28	23.33	19.30	14.89	28.33	40.35	21.28	35.00	22.81	42.55
Grade 4	2436.	2419.	2456.	21.13	8.82	20.97	14.08	17.65	24.19	16.90	25.00	22.58	47.89	48.53	32.26
Grade 5	2453.	2479.	2505.	11.11	18.31	14.93	15.28	18.31	41.79	25.00	21.13	20.90	48.61	42.25	22.39
Grade 6			*			*			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	15.27	14.72	18.54	17.24	18.27	28.65	23.15	27.92	21.35	44.33	39.09	31.46

	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	13.33	21.05	21.28	43.33	42.11	44.68	43.33	36.84	34.04
Grade 4	14.08	5.88	16.13	38.03	55.88	48.39	47.89	38.24	35.48
Grade 5	12.50	23.94	22.39	41.67	30.99	56.72	45.83	45.07	20.90
Grade 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	13.30	16.75	20.22	40.89	43.15	50.00	45.81	40.10	29.78

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	18.33	17.54	23.40	36.67	38.60	44.68	45.00	43.86	31.91
Grade 4	26.76	8.82	20.97	33.80	48.53	50.00	39.44	42.65	29.03
Grade 5	15.28	26.76	19.40	47.22	42.25	58.21	37.50	30.99	22.39
Grade 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	20.20	17.77	20.79	39.41	43.15	51.69	40.39	39.09	27.53

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	10.00	17.54	8.51	65.00	68.42	72.34	25.00	14.04	19.15
Grade 4	12.68	7.35	9.68	53.52	61.76	72.58	33.80	30.88	17.74
Grade 5	8.33	12.68	16.42	54.17	53.52	73.13	37.50	33.80	10.45
Grade 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	10.34	12.18	12.36	57.14	60.41	71.91	32.51	27.41	15.73

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	23.33	22.81	25.53	43.33	61.40	34.04	33.33	15.79	40.43
Grade 4	19.72	11.76	24.19	49.30	47.06	46.77	30.99	41.18	29.03
Grade 5	19.44	26.76	29.85	40.28	33.80	50.75	40.28	39.44	19.40
Grade 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	20.69	20.30	26.97	44.33	46.19	44.38	34.98	33.50	28.65

Conclusions based on this data:

1. School wide achievement in language arts for students meeting and/or exceeding standards on the CAASPP assessment for the 2018-19 school year is as follows:

   47% of our students in 3rd-5th grade met or exceeded standard
   - Writing was the strongest domain for 3rd grade students
   - Listening is the weakest domain for 3-5 grade students
   - Research was the strongest domain in 3-5 grade students

2. 47.19% of our students met or exceeded standards in 19-20 compared to 32.99%.

3. Our student participation as steadily increased within the last two years.

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	64	60	47	63	57	47	63	57	47	98.4	95	100
Grade 4	73	69	62	73	68	62	73	68	62	100	98.6	100
Grade 5	76	73	70	75	71	68	75	70	68	98.7	97.3	97.1
Grade 6			*			*			*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
All Grades	215	205	183	211	198	179	211	197	179	98.1	96.6	97.8

* 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	2417.	2433.	2440.	17.46	17.54	21.28	20.63	28.07	29.79	30.16	28.07	23.40	31.75	26.32	25.53
Grade 4	2454.	2443.	2441.	20.55	10.29	9.68	17.81	23.53	16.13	23.29	30.88	38.71	38.36	35.29	35.48
Grade 5	2451.	2472.	2499.	12.00	20.00	20.59	8.00	10.00	11.76	18.67	18.57	35.29	61.33	51.43	32.35
Grade 6			*			*			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	16.59	15.74	16.76	15.17	19.80	17.88	23.70	25.89	33.52	44.55	38.58	31.84

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	33.33	35.09	31.91	33.33	31.58	36.17	33.33	33.33	31.91
Grade 4	28.77	16.18	11.29	17.81	35.29	30.65	53.42	48.53	58.06
Grade 5	13.33	27.14	22.06	17.33	12.86	36.76	69.33	60.00	41.18
Grade 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	24.64	25.38	20.67	22.27	26.40	34.08	53.08	48.22	45.25

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	19.05	28.07	29.79	47.62	36.84	46.81	33.33	35.09	23.40
Grade 4	28.77	11.76	11.29	24.66	47.06	45.16	46.58	41.18	43.55
Grade 5	12.00	22.86	17.65	32.00	27.14	47.06	56.00	50.00	35.29
Grade 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	19.91	20.30	18.44	34.12	37.06	45.81	45.97	42.64	35.75

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	17.46	22.81	36.17	52.38	54.39	46.81	30.16	22.81	17.02
Grade 4	23.29	13.24	19.35	34.25	50.00	48.39	42.47	36.76	32.26
Grade 5	12.00	18.57	19.12	34.67	31.43	52.94	53.33	50.00	27.94
Grade 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	17.54	17.77	23.46	39.81	44.67	49.72	42.65	37.56	26.82

Conclusions based on this data:

1. School wide achievement in Mathematics for students meeting and/or exceeding standards on the CAASPP assessment for the 2018-19 school year is as follows:
34.64% of students in 3rd-5th grade met or exceeded standards.

2. In the area of concepts/procedures 55% of students were near/met or exceeded standards on the CAASPP for 2018-19 as compared to 52% for the 2017-18 school year.

3. In the area of communicating reasoning 73% of students were near/met or exceeded standards on the CAASPP for 2018-19 as compared to 62.4% for the 2017-18 school year.

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	1454.3	1434.5	1457.3	1435.6	1447.6	1432.0	36	32
Grade 1	1443.7	*	1443.4	*	1443.6	*	16	5
Grade 2	1490.9	*	1479.4	*	1501.7	*	14	9
Grade 3	1469.7	*	1456.3	*	1482.3	*	15	10
Grade 4	1490.0	1493.5	1481.6	1487.1	1498.0	1499.5	23	19
Grade 5	1496.3	1501.8	1494.2	1486.1	1498.0	1517.0	24	14
All Grades							128	89

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	55.56	15.63	*	43.75	*	31.25	*	9.38	36	32
1	*	*	*	*	*	*	*	*	16	*
2	*	*	*	*		*	*	*	14	*
3		*	*	*	*	*	*	*	15	*
4	*	15.79	*	36.84	*	26.32	*	21.05	23	19
5	*	7.14	54.17	42.86	*	35.71	*	14.29	24	14
All Grades	28.13	12.36	31.25	41.57	28.13	35.96	12.50	10.11	128	89

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	52.78	9.38	33.33	46.88	*	37.50	*	6.25	36	32
1	*	*	*	*	*	*	*	*	16	*
2	*	*	*	*	*	*	*	*	14	*
3		*	*	*	*	*	*	*	15	*
4	*	26.32	*	31.58	*	31.58	*	10.53	23	19
5	*	14.29	*	57.14	*	14.29	*	14.29	24	14
All Grades	36.72	15.73	36.72	44.94	17.19	32.58	9.38	6.74	128	89

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
Written Language — Percentage of Students at Each Performance Level for All Students										
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.56	18.75	*	37.50	30.56	37.50	*	6.25	36	32
1	*	*	*	*	*	*	*	*	16	*
2	*	*	*	*	*	*		*	14	*
3		*	*	*	*	*	*	*	15	*
4	*	5.26	*	31.58	*	31.58	*	31.58	23	19
5	*	7.14	*	14.29	58.33	64.29	*	14.29	24	14
All Grades	26.56	8.99	18.75	33.71	39.06	44.94	15.63	12.36	128	89

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
Listening Domain — Percentage of Students by Domain Performance Level for All Students								
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.00	12.50	*	87.50	*	0.00	36	32
1	*	*	*	*	*	*	16	*
2	*	*	*	*	*	*	14	*
3		*	80.00	*	*	*	15	*
4	*	15.79	60.87	57.89	*	26.32	23	19
5	*	0.00	50.00	78.57	*	21.43	24	14
All Grades	39.84	14.61	49.22	67.42	10.94	17.98	128	89

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
Speaking Domain — Percentage of Students by Domain Performance Level for All Students								
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.22	12.50	47.22	78.13	*	9.38	36	32
1	*	*	*	*	*	*	16	*
2	*	*	*	*	*	*	14	*
3	*	*	*	*	*	*	15	*
4	47.83	42.11	*	47.37	*	10.53	23	19
5	62.50	35.71	*	42.86	*	21.43	24	14
All Grades	49.22	30.34	39.84	60.67	10.94	8.99	128	89

	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	47.22	12.50	50.00	84.38	*	3.13	36	32
1	*	*	*	*	*	*	16	*
2	*	*	*	*	*	*	14	*
3		*	*	*	*	*	15	*
4	*	0.00	56.52	57.89	*	36.84	23	18
5	*	7.14	62.50	64.29	*	14.29	24	12
All Grades	25.00	6.74	52.34	74.16	22.66	15.73	128	86

	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	66.67	46.88	*	40.63	*	12.50	36	32
1	*	*	68.75	*	*	*	16	*
2	*	*	*	*		*	14	*
3	*	*	*	*	*	*	15	*
4	*	21.05	60.87	52.63	*	15.79	23	17
5	*	7.14	75.00	64.29	*	14.29	24	12
All Grades	32.03	28.09	53.13	56.18	14.84	11.24	128	85

Conclusions based on this data:

1. 89 students in 2018-19 took the ELPAC assessment. A large number of our EL students are in grades K, 4th and 5th grade.

2. The speaking domain has the largest number of students at the well developed stage with 30%, followed by 28% of students in the listening domain.

3. Overall, 54% of students are at level 3 and 4. A large number of students are struggling with reading and listening domains.

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**
334	**80.5**	**35.0**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	117	35.0
Foster Youth	1	0.3
Homeless	3	0.9
Socioeconomically Disadvantaged	269	80.5
Students with Disabilities	27	8.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.6
Asian	99	29.6
Filipino	57	17.1
Hispanic	167	50.0
Two or More Races	4	1.2
Pacific Islander	2	0.6
White	3	0.9

Conclusions based on this data:

1. Hispanic and Asian Student Groups make up the largest percentage of students with 50% (Hispanic) and 30% (Asian).

2. During the 2018-19 school year, 117 students (35%) make up the English Learners student population at Painter.

3. During the 2018-19 school year, 269 students (80.5%) fell in the Socioeconomically Disadvantaged student group at Painter.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. Suspension rates at Painter drastically improved from 2017-18 to 2018-19.

2. Chronic Absenteeism increased which put Painter in the Orange band overall.

**3.** Academic performance in language arts improved. Painter is in the green band for mathematics academic performance.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	0	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 Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
10 points below standard	15.8 points below standard	0 Students
Increased Significantly ++22.2 points	Increased Significantly ++27.1 points	
174	98	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	17.9 points below standard	111.2 points below standard
	Increased Significantly ++20.2 points	Increased Significantly ++20.6 points
2	142	16

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Orange
Less than 11 Students - Data Not Displayed for Privacy	0 Students	18.9 points above standard	6.1 points below standard
2		Increased Significantly ++15.8 points	Declined -9 points
		53	33
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
34.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++30.8 points	2	1	2
81			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.1 points below standard	30 points above standard	22.1 points below standard
Increased Significantly ++26.5 points	Increased Significantly ++21.2 points	Increased ++10 points
35	63	62

Conclusions based on this data:

1. In Language Arts, all students increased significantly by +22.2 points, however we are still 10 points below standard.

2. Our English Learners grew significantly by +26.5 points, however we are 98.1 points below standard.

3. Our Asian sub group of students increased significantly by +15.8 points, and we are 18.9 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	
23.9 points below standard	24.2 points below standard	
Increased ++11.8 points	Increased Significantly ++19 points	
174	98	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	26.9 points below standard	87.6 points below standard
2	Increased Significantly ++16.4 points	Increased Significantly ++41.4 points
	142	16

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		Green 13.4 points above standard Maintained ++0.1 points 53	Yellow 6.7 points below standard Declined -5.7 points 33
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 56 points below standard Increased Significantly ++20.7 points 81	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
84.5 points below standard Increased Significantly ++31.9 points 35	9.3 points above standard Increased ++7 points 63	40.4 points below standard Maintained 0 points 62

Conclusions based on this data:

1. In Math, our students grew by +11.8 points, however we are 23.9 points below standard.

2. Our English Learners grew by +31.9 points, however we are 84.5 points below standard.

3. Our Asian sub group of students grew by +7 points, and are 9.3 points above standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
59.3 making progress towards English language proficiency
Number of EL Students: 54
Performance Level: High
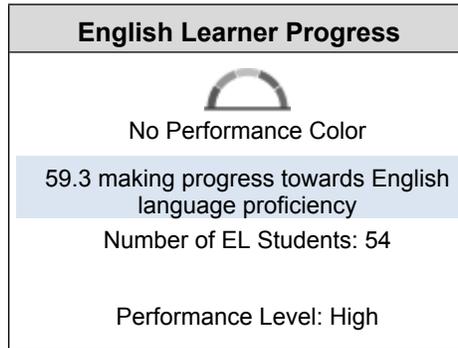
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
3.7	37.0	3.7	55.5

Conclusions based on this data:

1. 59.3% of our English Learners are making progress toward English Language Proficiency.

2. We have 54 English Learners who are in the High Performance Level.

3. 30% of our English Learners 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
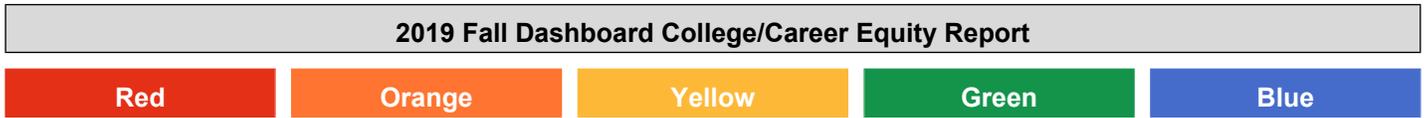
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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
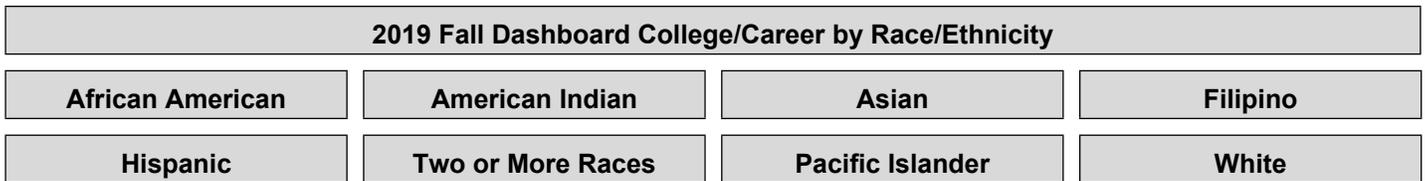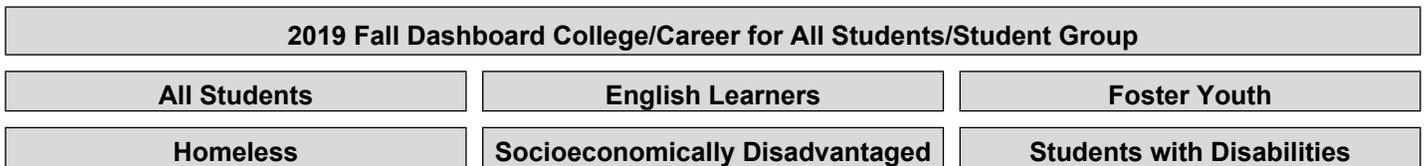
This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.
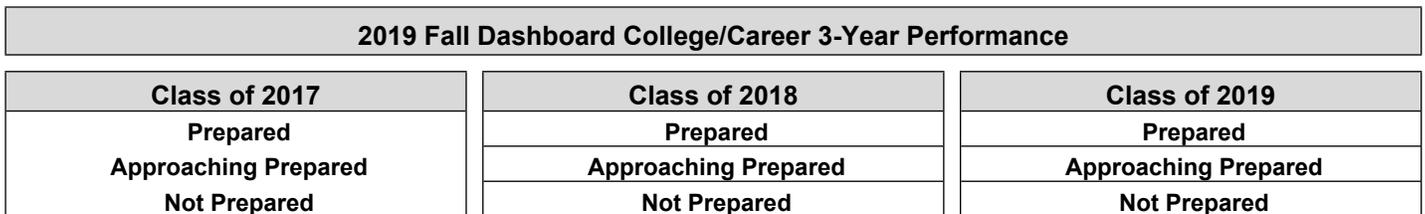
2019 Fall Dashboard College/Career 3-Year Performance

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.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	1	0	0
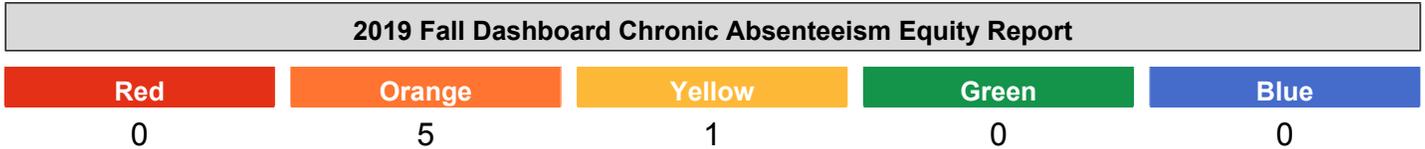
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
11.3	12.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.1	Increased +6.6	2
364	126	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	12	17.9
3	Increased +2	Increased +2.6
	292	39

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	5.8	7
		Increased +5	Maintained +0.2
3	1	103	57
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
15.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.6			
189	6	2	3

Conclusions based on this data:

1. Our absenteeism is currently orange because it increased by +2.1 compared to the previous year.

2. Students with Disabilities have seen an increase in Chronic Absenteeism by 2.6%, putting Painter in orange.

3. All student groups showed an increase in absenteeism rates.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
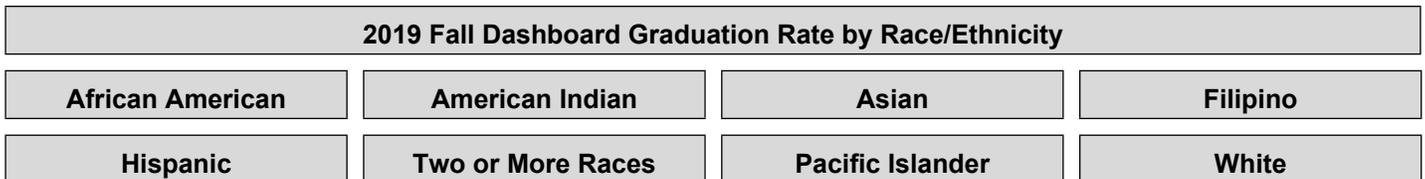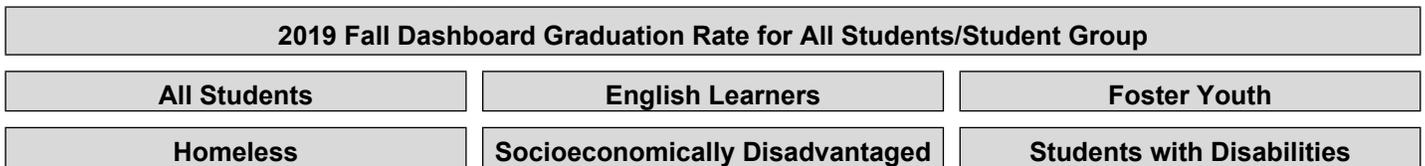
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

| 2018	2019

Conclusions based on this data:

1.
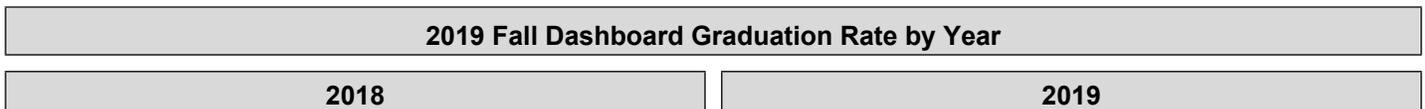
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	5
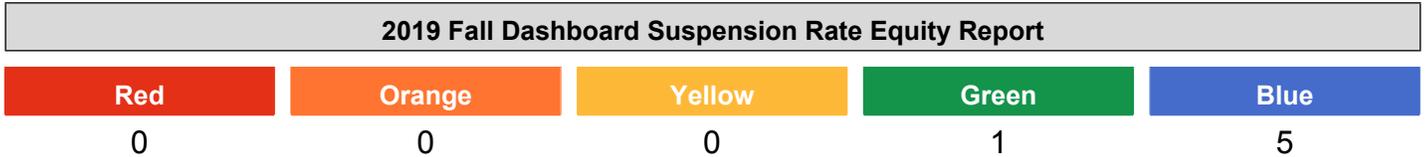
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.5	0	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -2.9	Declined -2.1	4
388	135	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Green
Less than 11 Students - Data Not Displayed for Privacy	0.6	2.2
5	Declined Significantly -3.5	Declined -6.5
	311	46

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy 4	Less than 11 Students - Data Not Displayed for Privacy 1	0	0
		Declined -0.8 105	Declined -3.3 59
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	No Performance Color
0.5	Less than 11 Students - Data Not Displayed for Privacy 6	Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 3
Declined Significantly -4 208			

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.4	0.5

Conclusions based on this data:

1. The suspension rate among students with disabilities declined by -6.5 putting us in the green band.

2. Suspension rate was significantly reduced in the 2018-19 school year.

3. All sub groups showed a decline in suspension rates.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1:
Increase the percentage of students reading on grade level (mid/late) to 50% as measured by i-Ready Reading and/or the benchmark/challenge level of the benchmark screener assessment.

Identified Need

Based on the 2018-19 Language Arts CAASPP and i-Ready data our leadership team identified a need to increase student's reading proficiency school wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
End of Year i-Ready ELA Diagnostic	School wide, 27% of students were at mid/late grade level according to the 2019 i-Ready ELA Diagnostic	Increase the percentage of students reading on grade level (mid/late) to 50% as measured by i-Ready Reading and/or the benchmark/challenge level of the benchmark screener assessment.
SBAC Results	In grades 3rd-5th 47% of students exceeded/met standards on the 2019 ELA SBAC Assessment.	50% of our 3rd-5th grade students will meet or exceed standard on the 2020 ELA SBAC Assessment.

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 be served by the activities in this goal.

Strategy/Activity

Prepare students for college and careers in the 21st Century

Teachers will participate in professional development opportunities provided by Academic Services on a balanced literacy approach focused on read alouds, close reading, and guided reading.

Teachers will develop and implement ELA - CCSS lesson plans and instructional activities (instructional materials) during grade level collaboration time with a focus on balanced literacy components; read alouds, close reading, and guided reading.

Grade level teams will participate in school site Grade Level Collaborations (GLC) with the site principal. There will also be full release professional development days for teachers throughout the school year. The emphasis will be on the development of lesson and unit plans which address read alouds, close reading, guided reading, learning objectives, and unit performance tasks. Teams will be focusing on creating small groups using i-Ready, student reading behavior data, benchmark screener instructional reading levels. Meetings will be data driven.

Teachers will provide small group Reading instruction daily that is personalized differentiate for students on a daily basis. Teachers will plan and implement structured talk strategies and activities which support language acquisition for students.

Purchase instructional materials needed to provided guided reading instruction.

Principal will facilitate grade level collaborations, ILT meetings, and will create professional developments in unit planning, read alouds, close reading, guided reading, and student structured talk activities. The principal will work with teachers in analyzing and unpacking student data and will assist teachers in planning instruction utilizing data.

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

Amount(s)	Source(s)
3,235.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Instructional Materials for student learning
40000	Title I 2000-2999: Classified Personnel Salaries Instructional Aides will support in Tk and Kindergarten classrooms for 2 hours
13436	Title I 3000-3999: Benefits Benefits for the Instructional Aides
1765	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extended duty for ILT, and teachers to collaborate

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 be served by the activities in this goal.

Strategy/Activity

Develop and implement K-5 ELA - CCSS unit plans created by backward mapping with a culminating performance writing tasks for the different writing genres.

Teachers will integrate guide reading strategies to support students in small groups.

Teachers will focus on student reading behaviors with an emphasis on vocabulary and comprehension development during teacher led small groups.

Small group after school intervention in reading will be held for students for utilizing the Springboard program.

Teachers will in grades 3rd - 5th will receive professional development in Project Based Learning. The teachers will collaborate with other elementary schools in the cluster and in their grade level to design PBL projects for the students. Teachers will attend PBL-PLC's throughout the year.

The school will host a PBL exhibition where students and classes can present their projects to family and community members.

Our Special Education department will develop and implement K-5 ELA, and Math plans which align to the CCSS. They will attend regular professional professional development's to continue to look at student data. Teachers will focus on creating small groups based instructional reading levels.

Prepare students with disabilities for college and careers in the 21st Century.

Students with Disabilities will participate in all school wide activities like Spelling Bee Science Fair, Science Camp, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified None Specified Guided reading Instructional materials for teachers. We maintained from 2019-2020 school year.
	None Specified

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 be served by the activities in this goal.

Strategy/Activity

Utilize i-Ready, benchmark screener data, and student work to inform and support small group leveled reading instruction.

Two site rep. teachers who have been trained in in implementing our EnVision curriculum will provide additional support and Professional development to teachers.

Implement specific, targeted strategies and academic vocabulary in math.

Teachers will use specific, targeted strategies in teaching the mathematical areas of number sense, geometry, pre-algebra, and problem solving.

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)
5,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Software Licenses to Raz Kids, Mystery Science and iReady

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

The whole school will be served by the activities in this goal.

Strategy/Activity

Provide and maintain copy machines (Canon IR2225), RiSO RZ220, and laminator for office needs, instruction and homework.

Purchases, copier maintenance, copy paper and use of the district's Print Shop, and school wide materials and supplies

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

Amount(s)	Source(s)
2,000.00	Title I

	5000-5999: Services And Other Operating Expenditures Print shop materials for student interventions
1,368.00	Title I 5000-5999: Services And Other Operating Expenditures Copier equipment maintenance
2,885.00	Title I 5000-5999: Services And Other Operating Expenditures Rentals and Leases of Copiers

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

The whole school will be served by the activities in this goal.

Strategy/Activity

PB's, LCD projectors, computers, document cameras, ear buds, AV equipment, extra materials and supplies will be provided as funding permits (instruction materials).

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)
3766.00	Title I 4000-4999: Books And Supplies Technology for student and classroom use.

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

The whole school will be served by the activities in this goal.

Strategy/Activity

Establish an innovative Instructional Leadership Team for district and site GLC's to increase student achievement.

Instruction Leadership Team will meet at least once monthly to discuss school issues, develop our school wide Theory of Change, and plan for the facilitation of team meetings and grade level meetings.

Analyze State, District and local assessment student achievement data to determine student progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Instruction Leadership Team meetings, planning for GLCs and staff meetings.

Strategy/Activity 7

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

The whole school will be served by the activities in this goal.

Strategy/Activity

Provide after school program (Think Together) focusing on academic and whole child development. Think Together (After-school program) will be providing homework assistance and furthering the students 21st century skills
(CCSS).

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

Amount(s)	Source(s)
0	No Cost

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.

Our focus this school year was on creating a balance literacy approach in all classes TK-5th, This was also our first year implementing guided reading instruction in a small group setting. The focus this school year was on teaching reading behaviors. We able implement guided reading small group instruction daily with the use of Title I and LCAP monies. Extended duty monies from Title I was used for teachers to provided after school reading intervention instruction to students. In order to met our overall goal we needed to purchase level reading books for teachers to use during small

group instruction with students. This was done using Title I and LCAP monies. Overall, our strategies and activities were effective and allowed our school to reach our ELA 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.

We set aside monies for extended duty for teachers to delivery math interventions after school, but were unable to get teachers to provide the after school interventions. We allotted monies for full day release time for teachers to collaborate and plan lessons, but were unable to provide release days do to a lack of substitute teachers.

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

We will continue to build our balanced literacy program and our goals this upcoming school year will be similar as we look to build upon our strengths. We will set aside monies to continuing with the Springboard reading intervention program. We will also look into bringing a math intervention program to Painter. We will continue to analyze and and collaborate with all stakeholders around this goal to gather feedback and input as to the progress made in 2019-20 and expectations for 2020-21.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

Increase the percentage of ELs exceeding/meeting standard in ELA by 10% as measured by Spring 2019 SBAC ELA data.

Identified Need

To increase our ELs reading and language proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
End of Year i-Ready ELA Diagnostic, and SBAC results	Percentage of ELs exceeding/meeting standard in ELA was 2% as measured by Spring 2019 SBAC ELA data.	Increase the percentage of ELs exceeding/meeting standard in ELA by 10% as measured by Spring 2020 SBAC ELA data.

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

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

English Language Learners

Strategy/Activity

Offer PD on designated ELD and implementation of the ELD - CCSS.

The district's Academic Services Dept. will provide PD to teachers on the designated ELD and the implementation of the ELD – CCSS and how they align to the ELPAC.

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	

	No Cost

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

English Language Learners

Strategy/Activity

Targeted instruction will be provided to support all learners and in particular the learning needs of English Learners. English Language Development will be provided in a designated ELD block. Implementation of Designated ELD includes: • Teachers using Grammar and Writing CCSS/ELD standards focus during the designated ELD block • Teachers providing 30 minutes of ELD instruction in K-5 for 30 minutes. o Teachers implementing structured talk strategies and activities which support language acquisition for students.

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

Amount(s)	Source(s)
0	No Cost

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

English Language Learners

Strategy/Activity

Teachers will develop lesson plans which support oral language acquisition, vocabulary, key concepts and essential questions. Teachers will be given time to plan as a grade and to prepare instructional materials for student activities that promote the below instructional practices: • Oral Language Development strategies are used on a regular basis • Staff will group students to differentiate instruction. • Teachers will provide frequent verbal and non-verbal responses throughout lesson. o Teachers will focus on structured student conversation.

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	No Cost

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

English Language Learners

Strategy/Activity

EL students in grades K-2 will use programs on an ipad throughout our K-2 classrooms as a tool in assisting them in their learning.

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	No Cost

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

English Language Learners

Strategy/Activity

EPLAC testing and monitoring of EL students.

EL Liaison and principal will coordinate ELPAC testing and monitor EL students' growth.

EL liaison will provide EL information to teachers.

EL Liaison will provide information to teachers from the EL Liaison meetings.

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

Amount(s)	Source(s)

0	
	No Cost

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

English Language Learners

Strategy/Activity

Use the EL standard bookmark provided
Use your ELD matrix to guide and provide targeted instruction.

Incorporate structured oral language practice
Use sentence frames and stems.

Multiple production opportunities for written/oral (presentations, projects, writing, etc.)
Use student production to identify next steps
Adjust the "EL Matrix" to reflect student progress.

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

Amount(s)	Source(s)
0	
	No Cost

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

English Language Learners

Strategy/Activity

School Site Council will act as our site English Language Advisory Committee

Offer parent education classes for parents of English Learner students.

Parent education classes will be provided for parents on how to help their EL child succeed in school.

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

Amount(s)	Source(s)
0	No Cost

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 overall implementation of our designated ELD went well this school year. Teachers provided ELD instruction daily to students for 30 minutes. Teachers used a matrix to identify who their EL students were and what levels of assistance they would need. The use of sentence stems and frames worked well this school year in getting students to collaborate using academic language. Overall the strategies and activities were effective in making progress towards our 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.

We had no need for budget expenditures to support our activities and progress towards our goal.

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

At this time there will be no changes to this goal as we continue to focus differentiating instruction during our ELD block to fit the needs of students. Professional developments will continue to be provided to teachers on student structured talk activities.

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

Provide for a safe, drug-free and positive school climate. All Painter students will be educated in a learning environment which is safe, nurturing, supportive and conducive to learning. The academic and behavioral systems in place at Painter will benefit all students.

Identified Need

To provide a safe environment for all students and members of the Painter community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent, student, and staff panorama surveys	66% of students reported being safe at school. This is an increase from 64% in 2018-19.	80% or above students reported being safe at school.

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

Promote a safe, drug-free positive school climate.

The School Safety, Climate and PBIS Team will promote and monitor the PBIS Program.

Provided professional developments to staff on year 2 of PBIS implementation.

Recognize all students for being Safe, Respectful, and Responsible.

All students will be recognized for being Safe, Respectful, and Responsible (Student incentives).

Provide incentives through our Eagle Store for students. Ask students in 4th and 5th grade for incentive items for the Eagle store.

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	No Cost

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

All students

Strategy/Activity

Think Together Program provides structured recess activities, classroom game times, a peer mentorship program, and sports tournaments for students.

The Think Together Coach will teach 4th and 5th grade students to be Playground leaders during recess time.

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

Amount(s)	Source(s)
13,167.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Think Together Program provides structured recess activities, classroom game times, a peer mentorship program, and sports tournaments for students. Think Together Coach will teach 4th and 5th grade students to be Playground leaders during recess times.

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

All students

Strategy/Activity

Provide PD for staff in working with students in the classroom and on the school grounds with behavior concerns (ongoing).

Provide counseling for students with behavioral and emotional issues.The Foothill Community Health Center and school based counseling services are available to students in need.

School counselor will meet with students in need of support with behavioral and emotional issues. The counselor will also hold small group conflict resolution sessions with students as needed.

San Jose PD: will provide PD to teachers on how to deal with difficult students in the classroom and on the school grounds.

Bully prevention assembly with a follow up from the students of Sheppard Middle School

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	No Cost

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We were in year one of PBIS implementation. Activities led to students awareness of the Painter 3B'S and school wide expectations. Students were taught lessons in on being Safe, Respectful, and Responsible by teachers throughout the school year. This set the tone for our school culture and students understood school wide expectations. In addition, Think Together recess program brought structure and leadership to our campus. This school year we added a school based counseling intern to work with students who have social emotional concerns.

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

The identified expenditures this school year supported our strategies and activities for this goal.

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

We will budget and allocate funds to bring the Think Together recess program to Painter for the 2020-21 school year. We will also need to look at how we are budgeting and selecting items for student incentives to support PBIS.

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

Increase parent and community engagement in the planning and participation in school activities.

Identified Need

To increase meaningful parent and community involvement leadership and educational opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family panorama survey data on school connection. Parent event sign in sheets from school wide events, parent coffees, and parent workshops.	98% of families feel a sense of belonging to our school community. We get approximately 75% of our families to attend school wide events (Back to School, Literacy Night, Open House, Winter Concert, etc.).	Increase to 85% of our families attending school wide events (Back to School, Literacy Night, Open House, Winter Concert, etc.). Increase parent involvement in parent coffee's and workshops focused on academic support and knowledge of the educational system (no baseline data at this time).

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)

Parents of all students

Strategy/Activity

Provide opportunities for parents to get involved in school leadership

Organize and coordinate School Site Council/English Language Advisory Committee and Parent Coffees
(Incentives and supplies).

Seek out partnerships with outside businesses and agencies for additional funding, college and career exploration and on-site volunteers.

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	No Cost

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

Parents of all students

Strategy/Activity

Provide opportunities for parents to volunteer at school, in the classroom, school wide events, and on field trips.

Parents who volunteer on a regular basis in a classroom or during recess time will need to be finger printed.
(Finger printing fee - $35.00 per parent).

Family Literacy Night will provide information and strategies for parents to continue to support their students as growing readers (materials/supplies).

Community Events (Harvest Festival costume dance/parade, Community day, movie nights and Walkathon).

Provide parent education classes. Parent education classes focused on providing information on i-Ready and supporting student learning at home. Will create a Community Resource Fair for parents.

Provide a Kindergarten parent orientation meeting. An orientation meeting and visitations will be offered to parents of in-coming Kindergarten students. Parents will receive materials to help prepare their child for Kindergarten.

All 5th grade students will be invited to our annual science camp field trip.

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)

1050.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extended duty to teachers for attending events
2,300.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Teachers and classified staff working together to plan events and activities.
5,000.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Transportation for student field trips

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Parents of all students

Strategy/Activity

Engage families in our new Family Resource Center (FRC). Gather input from families as to what type of workshops they are interested in having at Painter. The FRC will work towards providing workshops to families on academic support and knowledge of the educational system. Provide School to Home Communications via school newsletters classroom newsletters, Parent Link and District and School Parent Handbooks. Provide Clerical support to assist families. Parents will be kept informed of all school events, classroom activities, progress reports, and district guidelines. (Printing and mailing costs) Parents will be kept informed of their child's academic progress. Parents will be informed of their child's academic progress through Progress Reports, Report Cards and the state's yearly standardized assessment. A campus collaborative for school wide events has been created to provide input and support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	LCFF Supplemental/Concentration 2000-2999: Classified Personnel Salaries Classified staff preparing communications, supporting families at school events and much more.

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

Parents of all students

Strategy/Activity

Family Science, Technology, Engineering, Art, and Mathematics (STEAM) Showcase will be offered to encourage parents to participate in their child's education

Family Science Professional development for parents. Synopsis will give a PD to the parents to help their students manipulate and create mini science projects.

Working with parents on providing reading strategies which they can use with their students 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	No Cost

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.

This school year, there has been good parent participation. School wide there was a variety of activities offered to students and families. The strategies and opportunities used to get more families out to school activities were effective and helped us achieve our goal of increasing parent involvement.

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

We did not allocate enough funds for student field trip admission and transportation costs in 2019-20. We had to identified and move money to be able to support student field trips.

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

We will need to a closer look at how we can budget and better support grade level student field trips in the upcoming school year. We will also need to look at how we support more family activities and parent workshops to support students academically. We will need to increase funding so teachers and classified staff can participate in the planning of family activities and workshops with students and parents. This will allow us to create meaning events and workshops for our community. This year our parent workshop attendance was low. Looking back we may of not gathered enough information from our stakeholders in regards to what type of workshops would they find beneficial to their growth.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$72,616.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$98,972.00

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	$68,455.00
Title I Part A: Allocation	$18,167.00

Subtotal of additional federal funds included for this school: $86,622.00

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

State or Local Programs	Allocation ($)
	$0.00
LCFF Supplemental/Concentration	$12,350.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $12,350.00

Total of federal, state, and/or local funds for this school: $98,972.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	68455	0.00
LCFF Supplemental/Concentration	12350	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
Le Tran	Principal
Anusha Sriprasad	Classroom Teacher
Chris Miller	Classroom Teacher
Susie Avila	Parent or Community Member
Sophia Duran	Parent or Community Member
Kenneth Raras	Parent or Community Member
Dolores Barragan	Parent or Community Member
Maria Rivera	Parent or Community Member
Ella Southworth	Other School Staff
Cyndi MacDonald	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/21/20.

Attested:

Principal, Le Tran on 05/21/20

SSC Chairperson, Ella Southworth on 05/21/20

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019