School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ryan STEAM Academy	43693696046320	May 20, 2020	June 11, 2020

Purpose and Description

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

X Schoolwide Program

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

The purpose of this plan is to align district and school goals. 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).

Ryan STEAM Academy uses formal and informal ways of assessing students, parents, and teachers. One way of assessing student and teachers at Ryan is through surveys and discussions. Additionally, we consistently use google forms to get teacher feedback regarding professional development, interests, and next steps. Feedback from our monthly Principal Coffees, the panoramic survey, and School Site Council allow us to measure how our school is running from the community's perspective and ways to make change. Surveys and discussions allow us to integrate all stakeholders in the education of all our students.

Parents reported that they are interested in attending workshops on the following topics:
1. Art Classes
2. Science Fair Workshops
3. Parenting classes
4. Parent and Me classes for students who are 4 and under

Teachers reported that they are interested in attending workshops on the following topics:
1. Social-emotional learning
2. STEAM
3. Writing

Classroom Observations

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

Ryan STEAM Academy uses a variety of formal and informal classroom observations during the school year to assess classroom instruction and student learning. The principal conducts two formal observations each year to provide feedback to teachers to improve classroom instruction which enhances student engagement and achievement. The principal conducts weekly walkthroughs with a focus on guided reading, STEAM, and writing instruction which are our big focus areas for this school year. The principal, principal's supervisor and district representatives conduct walkthroughs to provide feedback to teachers as well as the principal. Feedback is currently based on Common Core standards and instruction as well as the strength of integrated and designated ELD instruction. Formal and informal observations are followed up with feedback to the teacher, grade level, school, etc, to improve teaching and learning. Teachers are choose to visit other classrooms within our school based on interest. During the 2018/2019 school year, for example, teachers visited two classroom during their small group centers. 100% of staff shared that they would like to continue to visit additional classrooms in the future and that it was an overall positive experience with many takeaways.

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)

Our site uses the following assessments to monitor student progress:

- Smarter Balanced Assessment (3rd-5th only)
- iReady (ELA and Math) benchmarks
- Envision Unit Assessments and Quizzes
- Benchmark Unit Assessments

* Writing assessments

- Language Live and Read Well Assessments (SPED)
- Level Screeners (All)
- ELPAC (English Learners)

Our staff at Ryan STEAM Academy has adopted a data-driven cycle of inquiry approach to school improvement that impacts the curriculum, instruction, assessments, and student achievement. Every year, our school establishes a focus area aligned to an area of need. This year we used our SBAC data to determine the writing focus. As a school we track data and student growth by using writing samples from students. Teachers use this data to inform and drive their lessons and classroom instruction. The data also helps determine the types of additional support and intervention students need in order to achieve the state standards.

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

The use of data at Ryan STEAM Academy is embedded during our staff meetings. Our focus this year is on writing instruction, and, as a school, have a committed to bringing back writing samples to staff meetings 1x per month to analyze student progress, strengths, and opportunities. Teachers also give a pre and a post assessment in writing at the beginning and end of each unit. Data is tracked in the classroom as well as in our teacher collaboration room. As a school, we use data to refine our own teaching practices while also meeting with teams across grade levels. Teachers also use iReady and level screeners to monitor comprehension and fluency in reading. Interim SBAC assessments are given to our 3rd-5th grade students throughout the year to monitor standards mastery.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Status of meeting requirements for highly qualified staff (ESEA)
Status of meeting the requirement of "HIGHLY QUALIFIED" staff

Thomas P. Ryan has 17 teachers on staff including the various Special Education Teachers
16/17 teachers at Ryan have the full credential needed to perform in that position. One teacher is currently enrolled in the teaching credential program. During the first two years, a teacher also receives a BTSA mentor who works closely with the teacher to set goals and perform classroom observations.

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

Ryan STEAM Academy staff is composed of 17 teachers who are fully credentialed and 1 who is currently enrolled in either an Intern Program. All staff have been trained on the common core standards as well as text complexity, writing from sources, and text dependent question common core shifts. Further professional development is offered at the school site on data to inform instruction, ELD, as well as constructing meaning. All teachers have access to district training such as "Envision", "Benchmark", and "Read Well". Our TK and constructing meaning teams attend professional development at the district's professional learning community. The principal and the resource teacher attend monthly instructional leader professional learning communities through the IL PLC.

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

- A fully implemented Instructional Leadership Team meets monthly to review monthly goals and provide input on our instructional PD, theory of change, and our assessment calendar. All members create the theory of change together which is reviewed throughout the year with our teachers. This year, our school is focusing on writing instruction .
- All teachers are participating in grade level collaborations this year.
- New eligible teachers will participate in BTSA, with activities that focus on the use of standards-based reading materials.
- Teachers will be encouraged to participate in new and advanced training, which has a heavy emphasis on common core standards-based materials.
- The school administrator will continue to participate in updated training in areas of the curriculum.
- All teachers will participate in school and district-sponsored grade-level meetings, which focus on standards-based adopted instructional programs.
- Teachers will receive continuous training in technology to support our Promethean Boards and LCD Projectors to increase engagement and support for all students.
- Teachers will receive continuous training in collecting and analyzing data. All teachers will be able to access data through illuminate and various sites such as the California Department of Education (CDE) to drive instruction and provide differentiated instruction to increase academic achievement for all students.
- All teachers will understand the Curriculum Walkthrough Process and will use walkthrough data to strengthen their practice to meet the needs of all students.
- All teachers will receive differentiated PD based on interest/need as well as guided reading PD during grade level collaboration.
- Staff meetings are dedicated to writing instruction.

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

Teachers also have ongoing professional development opportunities both at the site and district level. They benefit from the ongoing professional development provided by the resource teacher and principal during staff meetings, GLCs, and optional Thursday PD. Teachers participate in grade level collaboration 1x per month and cross grade level collaboration during staff meetings. Teachers are released to visit classrooms to view best practices.

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

Classroom visits with immediate feedback are an effective way to measure Ryan's current state as well as strengths and areas for growth. Walkthroughs provide the necessary data to provide feedback and support through professional development and grade level collaboration release days. This has been confirmed by weekly debriefing of the ILT Team, staff comments/surveys, increased student interaction, and positive changes in classroom environment. Teachers engage in weekly grade level collaboration to focus on the ROCI process as well as plan for Common Core instruction and opportunities. Our TK teacher attends collaborations at the district along with other TK teachers from other sites. Our TK teacher also serves as a facilitator and planner of the TK PLC. Teachers meet as a grade level twice a month to plan for guided reading lessons, review student progress, and engage in professional learning. Teachers also engage in STEAM planning twice a semester to prep materials, backwards plan the content, and plan lessons. Release days are provided by subs so that teachers can have full day releases 2x a year.

Teaching and Learning

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

Ryan STEAM Academy has aligned curriculum, instruction, and materials to content and performance standards through the following practices:

- All new eligible teachers will participate in BTSA and Intern Programs, which focus on standards. Newly credentialed teachers will be offered the opportunity to participate in a new teacher induction program.
- The school principal will continue to receive training on standards and how to coach, supervise, and evaluate teachers.
- School-site evaluations will stress student mastery of Common Core standards-based content.
- Teacher recruitment, hiring, and evaluation will focus on meeting the new Common Core State Standards criteria.
- All textbooks and supplemental materials align with the standards. This year the teachers have opted to supplement the Benchmark writing program with Step Up to Writing which is a more guided curriculum.
- All grades will have 30 minutes of ELD instruction daily which will be embedded in small group intervention.
- Grades 1-3 have a minimum of 2.5 hours of language arts standards-based instruction plus 30 minutes of ELD.
- Grades 4-5 have a minimum of 2 hours of language arts standards-based instruction plus 30 minutes of ELD.
- Teachers will triangulate data (weekly assessments, unit assessments, skills assessments) to match the Common Core State Standards for Students to insure all students meet or exceed standards.

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

- Kinder students receive 90 minutes of Language Arts instruction (30 minutes of intensive ELA differentiation) and 30 minutes of Mathematics plus 15-30 minutes of intense intervention instruction per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- First through third grades receive 150 minutes of language Arts (30 minutes of intensive ELA differentiation) and 60 minutes of Mathematics instruction plus 15-30 minutes of intensive intervention per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- Fourth through fifth grades receive 150 minutes of Language Arts (30 minutes of intensive ELA differentiation) and 75 minutes of Mathematics instruction plus 15-30 minutes of intense intervention instruction per day in a math workshop model

* Teachers will use iReady as an intervention tool in both ELA and math and group students based on level screener during small group instruction.

* City Year, one of our school partners, also provides small group tier 1 and tier 2 support.

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

Teachers create local pacing guides (scope and sequence), which are reviewed annually and modified when necessary. Teachers differentiate during instructional time. Classroom teachers provide intensive support during the instructional day through small group instruction and guided reading. Teachers differentiate the lessons to meet the needs of all student levels in the classroom. City Year, our full day support provider, provides tier 1 and 2 support for students. City Year also services nearly 100 students in grades 1st-5th in their expanded learning program. Think Together also provides support with reading and math foundational skills during their after school program.

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

- The school district adopted academic materials from the state-adopted list (K-8) aligned with the standards.
- Student work samples (close reads, writing samples, performance tasks) are used to assess alignment with content standards.
- Curriculum mapping is being implemented to assess instructional alignment with standards.
- Teacher lesson plans reference the standards being taught.
- A resource teacher works with all staff to ensure full implementation of standards-aligned programs.
- Standards-based assessments are utilized at the school site.
- Teachers regularly examine student data and student work samples at grade-level meetings to ensure that students are mastering grade-level standards. Student work samples are posted on the data wall to monitor progress over time.
- Staff development is provided in research-based practices
- Consumables are provided to implement standards-based instructional programs
- State adopted ELD materials are used in K-5

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

Language Arts: Benchmark
K-5 ELD: Benchmark ELD component and Imagine Learning
Mathematics: K-5 Envision Math
History/Social Science: Scott Foresman
Science: Standards-aligned STEAM program and science A-Z (NGSS aligned)
iReady K-5 (assessments only)
Step Up to Writing supplemental materials

Opportunity and Equal Educational Access

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

City Year works with students at the tier 1 and tier 2 level during the school day

City Year works with 3-5th grade students who score in the intensive and strategic range during the school day (tier 2)

All teachers provide a 30 minute ELD block for students who have not met the speaking and listening standards.

All teachers work with small groups 4x per week for 30 minutes each

All teachers supplement the writing program with Step Up to Writing which is scaffolded to meet the needs of all learners

Evidence-based educational practices to raise student achievement

Ryan STEAM Academy provides the following regular program services to enable under-performing students meet standards:

- Teachers receive training in differentiated instructional strategies
- The resource teacher will serve as a resource to classroom teachers to provide best practices and teaching strategies that best meet the needs of all students scoring below proficient to advanced.
- The gradual release model is used in every classroom every day, to allow time for teachers to work with individuals or small groups of students on targeted areas of need.
- Teachers closely monitor ongoing assessments in order to identify the particular needs of each student.
- Teachers meet regularly as grade level teams to identify target students using the ROCI process
- Grade levels or individual teachers meet regularly with the principal, resource teacher, BTSA providers, or any other mentors to discuss the varied needs of students in each class. Strategies are discussed on how to best meet the needs of students with different needs.
- Teachers choose students to participate in strategic interventions based on student need (various data).
- Staff meetings are dedicated to using our supplemental program (Step up to writing)
- Professional Development in the state adopted ELA and Math curriculums are provided through the district

Parental Engagement

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

Ryan STEAM Academy provides the following family, school, district, and community resources to assist these students:

- Monthly Principal's Coffees offer parents an opportunity to come together to receive information regarding the school (old and new business), receive trainings on technology and instructional strategies, and allow the parents a voice to share ideas and suggestions to make Ryan a better place for all stakeholders.
- A Student Success Team (SST) addresses the academic and behavioral needs of students and provides the teacher and parents with strategies to assist the student.
- A monthly newsletter as well as a regularly updated website offers events and updates to support parents and students
- A Health Aide is in place to address the health needs of the families.
- The resource teacher and community liaison provide hands-on workshops to the families
- The parents are provided opportunities to attend a district parent university on a variety of topics
- The staff provides workshops for parents on building literacy, science and math skills at home.
- All parents of students who are at risk of not meeting grade level standards are given a letter during the first progress mark. Teacher's conference with these parents to provide support so all students have the opportunity to succeed.

* A community liaison works directly with our families to serve as a liaison between the school and families.

* A family resource room is available to all families during the school day to access the internet, participate in various workshops, etc. There are specific agreements for accessing the parent resource room.

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)

All stakeholders are involved in the decision making process at Ryan STEAM Academy, including, but not limited to, School Site Council, English Language Advisory Committee, Staff, Instructional Leadership Team, PLC's. All stakeholders are involved developing the school plan including the budget by providing feedback through our LCAP forums. All stakeholders are involved in the process and are encouraged to be part of the team that ultimately creates, reviews, and accepts the current year school plan.

Funding

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

Ryan STEAM Academy provides the following categorically funded services to enable under-performing students meet standards:

- The Principal, Resource Teacher, and classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goal (based on length of time in the district's language program). Our goal is to see that all students make one year of language gains yearly.
- Effective implementation of Intervention at Ryan STEAM Academy has focused on the needs of at-risk students.
- Funds are used to help fund the instructional coach who focuses on working with teachers to support all students
- Teachers are given the option to provide after/before school intervention programs provides tutoring and academic support opportunities for students.
- Title III funds are allocated to provide services for English Learners such as interventions, parent conferences, materials/resources, etc.

Teachers are also allocated funds to provide supplemental materials in the students they serve. Supplemental materials enhance the current curriculum provided.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Throughout the year, the school gathers input from key stakeholder groups (i.e. students, parents, staff). Our SPSA is reviewed on a yearly basis with our school site council to determine the effectiveness of our school goals and allocation of funds. Data connected to our school goals is reviewed by staff, parents, and school site council.

Resource Inequities

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

A needs assessment was established with our staff and families to determine resource inequities. Based on the needs assessment, the data revealed that, as a school, we will focus our efforts on writing. Our team decided that we will supplement the Benchmark curriculum with Step Up to Writing which provides more scaffolds and structures for students. During distance learning, our teachers have attended professional development on online platforms and have participated in learning opportunities such as optional PD and cohort meetings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.66%	1%		2	3
African American	1.92%	1.31%	0.67%	7	4	2
Asian	9.34%	8.52%	8%	34	26	24
Filipino	7.14%	5.57%	6.33%	26	17	19
Hispanic/Latino	78.30%	82.62%	82.67%	285	252	248
Pacific Islander	0.82%	%	0%	3		0
White	1.92%	0.98%	1.33%	7	3	4
Multiple/No Response	%	%	0%			0
			Total Enrollment	364	305	300

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	71	41	71
Grade 1	45	46	35
Grade 2	61	50	46
Grade3	40	58	44
Grade 4	73	45	56
Grade 5	74	65	48
Total Enrollment	364	305	300

Conclusions based on this data:

1. Our largest population is our hispanic/latino sub group followed by our Asian population.
2. Our hispanic and pacific islander sub group percentages have reduced over the past three years.
3. Our smallest sub groups are African American and Asian.

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	172	134	120	47.3%	43.9%	40.0%
Fluent English Proficient (FEP)	91	90	102	25.0%	29.5%	34.0%
Reclassified Fluent English Proficient (RFEP)	65	33	36	31.4%	19.2%	26.9%

Conclusions based on this data:

1. The percent of reclassified students has increased significantly over the past three years.
2. The percent of english learners has reduced over the past three years.
3. The percent of fluent english proficient has nearly doubled since 2015/2016.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	37	61	67	37	59	67	37	59	97.1	100	96.7
Grade 4	76	66	48	73	66	46	73	66	46	96.1	100	95.8
Grade 5	70	72	63	67	72	60	67	72	59	95.7	100	95.2
All Grades	215	175	172	207	175	165	207	175	164	96.3	100	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2389.	2371.	2407.	13.43	10.81	15.25	22.39	8.11	22.03	22.39	40.54	32.20	41.79	40.54	30.51
Grade 4	2444.	2429.	2412.	15.07	16.67	17.39	28.77	21.21	15.22	16.44	13.64	17.39	39.73	48.48	50.00
Grade 5	2477.	2489.	2448.	11.94	22.22	10.17	29.85	34.72	15.25	23.88	11.11	25.42	34.33	31.94	49.15
All Grades	N/A	N/A	N/A	13.53	17.71	14.02	27.05	24.00	17.68	20.77	18.29	25.61	38.65	40.00	42.68

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	14.93	10.81	13.79	43.28	48.65	55.17	41.79	40.54	31.03
Grade 4	13.70	9.09	10.87	45.21	45.45	45.65	41.10	45.45	43.48
Grade 5	13.43	26.39	10.17	47.76	40.28	44.07	38.81	33.33	45.76
All Grades	14.01	16.57	11.66	45.41	44.00	48.47	40.58	39.43	39.88

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	13.43	8.11	8.62	44.78	40.54	55.17	41.79	51.35	36.21
Grade 4	16.44	9.09	19.57	54.79	46.97	34.78	28.77	43.94	45.65
Grade 5	25.37	26.39	15.25	47.76	38.89	42.37	26.87	34.72	42.37
All Grades	18.36	16.00	14.11	49.28	42.29	44.79	32.37	41.71	41.10

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	10.45	2.70	18.97	64.18	64.86	67.24	25.37	32.43	13.79
Grade 4	10.96	12.12	10.87	56.16	71.21	54.35	32.88	16.67	34.78
Grade 5	7.46	16.67	5.08	65.67	56.94	52.54	26.87	26.39	42.37
All Grades	9.66	12.00	11.66	61.84	64.00	58.28	28.50	24.00	30.06

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	20.90	8.11	24.14	43.28	56.76	55.17	35.82	35.14	20.69
Grade 4	24.66	22.73	15.22	47.95	46.97	43.48	27.40	30.30	41.30
Grade 5	17.91	31.94	11.86	58.21	45.83	44.07	23.88	22.22	44.07
All Grades	21.26	23.43	17.18	49.76	48.57	47.85	28.99	28.00	34.97

Conclusions based on this data:

1. Listening is our strongest area with 76% of students near/at/above standard.
2. Writing is still an area that we need to focus our efforts on since 41.71% of students scored below standard.
3. 73.19% of students have nearly met/met and have reached above standard in the area of research/inquiry.

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	68	38	61	67	37	60	67	37	60	98.5	97.4	98.4
Grade 4	76	66	48	76	66	48	76	66	48	100	100	100
Grade 5	71	72	63	71	72	63	71	72	63	100	100	100
All Grades	215	176	172	214	175	171	214	175	171	99.5	99.4	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2411.	2401.	2424.	11.94	8.11	8.33	29.85	21.62	38.33	20.90	32.43	33.33	37.31	37.84	20.00
Grade 4	2430.	2475.	2425.	9.21	27.27	10.42	15.79	22.73	12.50	35.53	22.73	37.50	39.47	27.27	39.58
Grade 5	2475.	2499.	2433.	7.04	16.67	6.35	21.13	23.61	12.70	32.39	27.78	28.57	39.44	31.94	52.38
All Grades	N/A	N/A	N/A	9.35	18.86	8.19	21.96	22.86	21.64	29.91	26.86	32.75	38.79	31.43	37.43

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	31.34	24.32	33.33	28.36	27.03	43.33	40.30	48.65	23.33
Grade 4	10.53	33.33	16.67	27.63	28.79	27.08	61.84	37.88	56.25
Grade 5	22.54	27.78	9.52	26.76	30.56	19.05	50.70	41.67	71.43
All Grades	21.03	29.14	19.88	27.57	29.14	29.82	51.40	41.71	50.29

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	14.93	8.11	23.33	52.24	48.65	53.33	32.84	43.24	23.33
Grade 4	13.16	22.73	14.58	36.84	48.48	39.58	50.00	28.79	45.83
Grade 5	8.45	18.06	6.35	46.48	40.28	38.10	45.07	41.67	55.56
All Grades	12.15	17.71	14.62	44.86	45.14	43.86	42.99	37.14	41.52

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	16.42	21.62	13.33	47.76	32.43	60.00	35.82	45.95	26.67
Grade 4	13.16	30.30	10.42	46.05	40.91	31.25	40.79	28.79	58.33
Grade 5	5.63	19.44	6.35	43.66	38.89	41.27	50.70	41.67	52.38
All Grades	11.68	24.00	9.94	45.79	38.29	45.03	42.52	37.71	45.03

Conclusions based on this data:

1. The percent of students taking and/or who have completed the math assessment decreased slightly in 2017/2018.
2. The percent of students scoring above standard in concepts and procedures is the highest of all three areas.
3. 45% of students scored at or near standard in the area of problem solving and modeling/data analysis.

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	1410.9	1428.2	1421.8	1439.4	1385.7	1401.6	51	32
Grade 1	1438.3	1435.7	1434.0	1456.0	1442.2	1414.9	23	23
Grade 2	1481.0	1481.4	1480.2	1473.1	1481.5	1489.3	16	17
Grade 3	1479.9	*	1478.2	*	1481.1	*	19	9
Grade 4	1474.5	1482.6	1471.1	1490.2	1477.5	1474.6	20	18
Grade 5	1501.3	1471.3	1494.7	1468.7	1507.5	1473.5	21	22
All Grades							150	121

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	31.37	18.75	27.45	40.63	25.49	28.13	*	12.50	51	32
1	*	0.00	*	34.78	*	47.83	*	17.39	23	23
2	*	23.53	*	35.29	*	29.41	*	11.76	16	17
3	*	*	*	*	*	*	*	*	19	*
4		16.67	*	22.22	*	27.78	*	33.33	20	18
5	*	4.55	*	18.18	*	50.00	*	27.27	21	22
All Grades	28.00	11.57	30.67	32.23	24.67	36.36	16.67	19.83	150	121

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.18	15.63	25.49	53.13	21.57	21.88	*	9.38	51	32
1	52.17	17.39	*	43.48	*	30.43	*	8.70	23	23
2	*	35.29	*	29.41	*	29.41	*	5.88	16	17
3	*	*	*	*	*	*	*	*	19	*
4	*	27.78	*	44.44	*	16.67	*	11.11	20	18
5	*	13.64	*	54.55	*	9.09	*	22.73	21	22
All Grades	40.00	20.66	31.33	45.45	14.00	20.66	14.67	13.22	150	121

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.49	9.38	*	37.50	45.10	37.50	*	15.63	51	32
1	*	0.00	*	26.09	*	30.43	*	43.48	23	23
2	*	17.65	*	29.41	*	23.53	*	29.41	16	17
3	*	*	*	*	*	*	57.89	*	19	*
4		5.56	*	16.67	60.00	16.67	*	61.11	20	18
5	*	0.00	*	4.55	*	40.91	*	54.55	21	22
All Grades	22.67	5.79	17.33	25.62	32.00	31.40	28.00	37.19	150	121

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.94	18.75	37.25	71.88	*	9.38	51	32
1	60.87	39.13	*	52.17	*	8.70	23	23
2	*	29.41	*	47.06	*	23.53	16	17
3	*	*	57.89	*	*	*	19	*
4	*	16.67	55.00	55.56	*	27.78	20	18
5	*	0.00	52.38	63.64	*	36.36	21	22
All Grades	40.67	19.01	41.33	58.68	18.00	22.31	150	121

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.45	28.13	56.86	62.50	*	9.38	51	32
1	*	4.35	52.17	91.30	*	4.35	23	23
2	*	52.94	*	35.29	*	11.76	16	17
3	*	*	*	*	*	*	19	*
4	55.00	44.44	*	44.44	*	11.11	20	18
5	66.67	77.27	*	0.00	*	22.73	21	22
All Grades	43.33	39.67	42.00	47.93	14.67	12.40	150	121

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	64.71	90.63	*	9.38	51	32
1	47.83	13.04	*	39.13	*	47.83	23	23
2	*	11.76	*	64.71	*	23.53	16	17
3		*	*	*	*	*	19	*
4		0.00	*	27.78	*	72.22	20	18
5	*	0.00	52.38	40.91	*	59.09	21	22
All Grades	20.67	4.13	48.67	56.20	30.67	39.67	150	121

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	29.41	50.00	49.02	31.25	21.57	18.75	51	32
1	*	0.00	60.87	69.57	*	30.43	23	23
2	*	29.41	68.75	35.29	*	35.29	16	17
3	*	*	*	*	*	*	19	*
4	*	16.67	75.00	50.00	*	33.33	20	18
5	*	0.00	57.14	68.18	*	31.82	21	22
All Grades	24.00	19.83	56.00	52.07	20.00	28.10	150	121

Conclusions based on this data:

1. During the 2017/2018 school year, 150 students were tested.
2. Our largest population of English Learners are in kindergarten which means that students are redesignated as they move through the grade levels.
3. The largest language proficiency level is a level 3.

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**
305	**85.9**	**43.9**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	134	43.9
Foster Youth	2	0.7
Socioeconomically Disadvantaged	262	85.9
Students with Disabilities	39	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.3
American Indian	2	0.7
Asian	26	8.5
Filipino	17	5.6
Hispanic	252	82.6
Two or More Races	1	0.3
White	3	1.0

Conclusions based on this data:

1. A significant number of our students are classified as socioeconomically disadvantaged (85.2%).
2. The largest racial student subgroup is Hispanic (78.3%).
3. 47.3% of our students are English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. According to the dashboard, Ryan performed in the second highest ranking in the area of math.
2. According to the dashboard, Ryan performed in the yellow (3rd highest ranking) in the area of chronic absenteeism.
3. According to the dashboard, Ryan will address the suspension rate since this is one of our lowest performing areas.

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	3	0	0	0

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

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
43.8 points below standard	55.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.9 points	Declined Significantly -24.3 points	2
157	107	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	50.1 points below standard	125.5 points below standard
	Declined Significantly -15.4 points	Increased Significantly ++30.1 points
	139	26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
2	1	Declined Significantly -54.2 points	8
		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
55.2 points below standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.5 points			2
127			

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**
126.3 points below standard	15.9 points below standard	34 points below standard
Maintained ++1.9 points	Declined Significantly -40.2 points	Increased ++7.1 points
38	69	42

Conclusions based on this data:

1. According to the dashboard, the data maintained in several areas including overall student growth, english learner performance, and socioeconomically disadvantaged students.
2. Based on the 2018 data, Hispanic students declined by 9.4 points while Asian students increased by 44.4 points.
3. There was not performance data for some subgroups due to a smaller population of less than 11 students at our school.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
47.8 points below standard	52.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -28.2 points	Declined Significantly -33.6 points	2
156	106	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	No Performance Color
	51.5 points below standard	123.3 points below standard
	Declined Significantly -30.1 points	Increased ++3.8 points
	138	26

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	24.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2	1	Declined Significantly -50.6 points	8
		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange			No Performance Color
63.4 points below standard			Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -23.7 points			2
126			

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**
121.4 points below standard	14.9 points below standard	48.2 points below standard
Declined -13.5 points	Declined Significantly -47.1 points	Declined -14.3 points
37	69	42

Conclusions based on this data:

1. Based on the data there was significant growth in all subgroups.
2. Socioeconomically disadvantaged increased 28.5 points which was the greatest increase.
3. We are in either the yellow or green range in all areas.

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
37.7 making progress towards English language proficiency
Number of EL Students: 77
Performance Level: Low

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**
23.3	38.9		37.6

Conclusions based on this data:

1. According to the ELPAC assessment, 58.7% of students scored in the moderately and well developed areas.
2. The majority of students are in the level 3 range which is moderately developed.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1.

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	2	2	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	Yellow	No Performance Color
11.8	10.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.2	Declined -2.1	5
347	159	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	12.3	18.9
3	Increased +1.2	Declined -2.4
	301	53

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.9	15
5	3	Increased +4.1	Increased +11
		29	20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
12.3	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 +0.6	1	0	4
285			

Conclusions based on this data:

1. Students with disabilities increased significantly placing Ryan in the "red" dashboard color.
2. Overall, our chronic absenteeism percentage decreased 2.3% placing Ryan in the "yellow"

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
1	1	1	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
2.2	2.4	Less than 11 Students - Data Not
Declined -0.7	Increased +0.4	5
359	164	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
Less than 11 Students - Data Not	2.6	10.9
5	Declined -0.8	Increased +2
	310	55

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 6	Less than 11 Students - Data 3	0 Maintained 0 29	0 Maintained 0 20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
2.7 Maintained -0.1 293	Less than 11 Students - Data 2	Less than 11 Students - Data 2	Less than 11 Students - Data 4

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3	2.2

Conclusions based on this data:

1. The number of students who are suspended each year has increased from 2016 to 2018.
2. 9% of students with disabilities have been suspended at least once.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

Strengthen students' literacy skills by targeting the development of writing skills across all content areas.

By the end of the year, we expect that teachers will explicitly teach the three areas of writing increasing the number of students who perform at grade level on SBAC from 14% to 59% (currently 45% of students have nearly met standard) on the writing claim. By the end of the year, we will reduce the students who have not met standard from 41% to 20%. Throughout the year we will create a space to meet as a grade level to participate in professional development and engage in data analysis.

Identified Need

Students: If students have structured opportunities to practice the three types of writing, they will be able to develop stronger writing pieces independently which include the elements of each type of writing. If students have time during their writing center, they will be able to edit and/or revise their work on a daily basis. If students are aware of their stage in the writing process, they they will be able to refer back to their work during centers.
Teachers: If we strengthen the benchmark writing program and/or supplement the program to support the needs of all learners, then our students will be able to write narratives, write to inform, and write arguments. If we track how students are performing in writing as a school, we will have a better sense of the strengths and opportunities our students have.
Administrator: If we provide professional development on the grade level and foundational writing standards, then our teachers will develop a stronger understanding of grade level expectations. If we analyze student work on a monthly basis, teachers will be able to adjust their practice based on students' needs and strengths. If I give flexibility to my staff to supplement the benchmark writing program with Step Up to Writing, then we will be able to align our practices across the school to support students. If I constantly listen to my staff's feedback then I will be able to create PD around their needs and interests. With the support of the ILT, we will establish and share systems for PD, GLC, and data analysis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Writing Claim	45% of students have nearly met standard	59% of students met standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ryan STEAM Academy will provide:
Professional development in the area of writing instruction is provided by the principal and .5 resource teacher. The resource teacher will also support with monitoring and analyzing student work during our monthly data analysis portion. The resource teacher will support in modeling lessons as requested by teachers or release teachers to visit other classrooms.

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)
40714	Title I 1000-1999: Certificated Personnel Salaries
9780	Title I 3000-3999: Benefits

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

A supplemental writing program (Step Up to Writing) is provided to all students. The program scaffolds the writing instruction and includes the three types of writing. Materials will be provided such as highlighters, colored paper, 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)

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

Opportunities for students to receive additional support in the little heroes program, city year, and/or after school interventions

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)
16000	Title I 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Contract
2000	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Contract

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extended Duty will be offered for teachers to teach interventions and/or enrichment opportunities

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)
374	Title I 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

At least 2 full day release days to map out writing instruction per grade level. Substitutes will be provided.

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

Amount(s) Source(s)

Strategy/Activity 6

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

All Students

Strategy/Activity

Technology including google classroom and seesaw will be aligned to our writing focus. Replacement bulbs, projectors, copiers & maintenance charges etc will be provided as needed.

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)
5500	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

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

All Students

Strategy/Activity

Teachers are encouraged to continue their professional learning by attending conferences

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)
328	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conferences

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ILT will meet monthly during our committee time and as needed to plan PD for the staff and calendar out PD. ILT may also meet after school to plan scope of work for writing program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extended Duty
220	LCFF Supplemental/Concentration 3000-3999: Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student achievement will be recognized throughout the year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
440	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Awards and incentives

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will be allocated a stipend for supplemental instructional materials that go above and beyond the curriculum offered.

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)
2800.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Supplemental Materials ($200.00/teacher)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have access to earbuds to use with our programs and during state testing.

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)
400	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

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

40% of our English Language Learners will be reclassified during the 2020/2021 school year

Identified Need

Although our English Learners scored at a level green in ELA and have made significant progress, their performance in math is in the orange range on the California dashboard.

Based on the 2017/2018 ELPAC Summative overall data:

- 28% scored at level 4
- 30.67% scored at level 3
- 24.67% scored at level 2
- 16.67% scored at level 1

Students need to demonstrate proficiency based on four criteria in order to be reclassified;

1. Local assessment: no less than 1 grade level below on reading iready exam; 3 or higher on the ELA CAASPP

2. State assessment (ELPAC): 3+ overall, and 2+ in all of the four categories (reading, listening, speaking, writing)

3. Teacher recommendation

4. Parent approval

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reclassified each year	The reclassification rate has been on average 40% each year for the past 2 years.	The reclassification rate will be 40% this year.

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

Strategy/Activity 1

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

English Learners

Strategy/Activity

Students will be grouped according to level in grades TK-5 during the 30 minute ELD block.

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

Amount(s) Source(s)

Strategy/Activity 2

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

English Learners

Strategy/Activity

Opportunities for enrichment and intervention may be provided before and/or after school

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

Amount(s) Source(s)

Strategy/Activity 3

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

English Learners

Strategy/Activity

Teachers will scaffold the content to support English Learners including scaffolds, hands-on activities, graphic organizers, sentence stems, etc. Materials that support language development can be requested by staff as needed. Teachers will use supplemental resources to assist students in achieving English proficiency (Imagine Learning - district funded, leveled books, computer programs, audio recording devices)

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

Amount(s) Source(s)

Strategy/Activity 4

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

English Learners

Strategy/Activity

A teacher will be a liaison between the school and families to monitor progress and schedule check in meetings with LTELs. The teacher will also ensure that all required paperwork is sent home and filed in CUME folders. The teacher will be provided with extended duty to meet with the principal outside of contractual hours to review information from monthly Title III 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)

Strategy/Activity 5

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

English Learners

Strategy/Activity

School staff will use and monitor state assessments to determine strengths and opportunities 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)

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.

Last year our school was effective meeting the needs of our english learners by reclassifying 40% of our ELs. Teachers scaffolded the content to meet the needs of their students while also offering after school intervention.

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

All funds were from title 3 which was a centralized account.

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.

This year there will be an English Learner liaison who will receive a stipend for planning ELPAC assessments, incentive plan, and ongoing communication with families.

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

Implement restorative practices and mindfulness activities that will positively influence school culture.

Identified Need

The dashboard indicates that, as a school, 10.6% of all students are chronically absent. The dashboard also indicated that 21.3% of students with disabilities were chronically absent. The referral rate during the 2018/2019 school year was very high with the majority of the referrals found in SPED and 5th grade. The average referral rate averaged to 10 incidents per week. There is also a need for finding alternatives to suspending students out of the school wince our suspension rate was 3% last year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Rate	The average monthly attendance rate was 96%	Increase attendance rate to an average of 97% per month
Weekly referral rate	During the 2018/2019 school year, there were on average 10 referrals to the office per week.	Reduce referral rate by 50%
Suspension Rate	3% of all students have been suspended at least once	Reduce suspension rate by 50%

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

Incentives will be provided for students who follow our three school rules and who are here on 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)
400.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Mentor Program

Strategy/Activity

Students who have received three referrals will participate in a mentor program involving a check in / check out system; teachers will be paid a stipend to be a mentor for the year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries
5000.00	ATSI 1000-1999: Certificated Personnel Salaries

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

Our school will provide resources to parents including counseling resources, workshops on anti-bullying, food pantry, attendance resources, 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Mindfulness lessons will be provided to students in all grade levels including breathing exercises, problem solving, restorative circles, 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)

Strategy/Activity 5

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

At-risk students

Strategy/Activity

Our community liaison will work with "at-risk" students who have an attendance rate of less than 95%. Our community liaison will complete home visits when there is an unverified absence.

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

Amount(s) Source(s)

Strategy/Activity 6

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

All Students

Strategy/Activity

Wednesday meditation will be offered as well as alternatives to suspension including a parent pick up, parent sitting in the classroom, student placed in another classroom, loss of recess, 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)

Strategy/Activity 7

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

All Students

Strategy/Activity

Our vision for student success will be shared at coffees, SSC, and workshops.

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

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

Goal 4

Engage stakeholders to strengthen our school culture and academic program

Identified Need

Our panorama data indicated that:

- 98% of parents thought the rules are fair, consequences are clearly established, and rules are evident.
- 75% of students feel safe at school
- 96% of students feel a sense of belonging which was a 9% growth from the previous year.
- 100% of students feel that school staff is helpful and that staff treats them with respect.
- 58% of students complimented another student within the past 30 days

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Ed Surveys	96% of students feel a sense of belonging	100% of students feel a sense of belonging

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

Parents will track hours in log. A survey will be provided to all families regarding their interest in various workshops and events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extracurricular activities will be offered including an art class for TK-2nd grade, after school academies, after school sports, and the audacity program for all grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000.00	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Arts 4 Schools

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

Parent leadership opportunities will be provided through DELAC, DAC, SSC, etc. Parents will also be encouraged to participate in ongoing workshops, our walking parent field trip, events, 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Recognize parent volunteers during district jubilee event and end of year parent breakfast. Incentives will be provided which may include t-shirts, lanyards, 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)

Strategy/Activity 5

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

All Students

Strategy/Activity

The resource teacher will lead extracurricular activities including robot classes, "spy kit" classes, and holiday art classes. The resource teacher will lead make and take parent workshops on ELA and math standard.

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)
850	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 6

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

All Students

Strategy/Activity

The families will have a parent engagement center where they can access the internet, community resources, and participate in various workshops

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)

400.00	Title I 4000-4999: Books And Supplies

Strategy/Activity 7

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

All Students

Strategy/Activity

Monthly enrollment and outreach events will be offered to incoming families beginning in December. Incentives are provided to students as well as a parent orientation 2x a year.

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

Amount(s)	Source(s)
490.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 8

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

All Students

Strategy/Activity

Printed materials will be provided to incoming families and current families regarding events, newsletters, summer school offerings, progress reports, 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)

Strategy/Activity 9

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

All Students

Strategy/Activity

Supplemental materials will be provided for STEAM

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 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	$70,705.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$91,496.00

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	$73,096.00

Subtotal of additional federal funds included for this school: $73,096.00

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 ($)
ATSI	$5,000.00
LCFF Supplemental/Concentration	$13,400.00

Subtotal of state or local funds included for this school: $18,400.00

Total of federal, state, and/or local funds for this school: $91,496.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	73096	0.00
LCFF Supplemental/Concentration	13400	0.00
ATSI	5,000	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Raquel Katz	Principal
Bob Castognia	Classroom Teacher
Anita Ghosh	Classroom Teacher
Silvia Verduzco	Parent or Community Member
Luz Vasquez	Other School Staff
Arturo Vega	Classroom Teacher
Andrea Sumano	Parent or Community Member
Vanessa Rios	Parent or Community Member
Sharon Chen	Parent or Community Member
Natalie Abal	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/20.

Attested:

Principal, Yeny Rosales on 5/20/20

SSC Chairperson, Natalie Abal on 5/20/20

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

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ryan STEAM Academy	43693696046320	May 20, 2020	June 11, 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).

Ryan STEAM Academy uses formal and informal ways of assessing students, parents, and teachers. One way of assessing student and teachers at Ryan is through surveys and discussions. Additionally, we consistently use google forms to get teacher feedback regarding professional development, interests, and next steps. Feedback from our monthly Principal Coffees, the panoramic survey, and School Site Council allow us to measure how our school is running from the community's perspective and ways to make change. Surveys and discussions allow us to integrate all stakeholders in the education of all our students.

Parents reported that they are interested in attending workshops on the following topics:
1. Art Classes
2. Science Fair Workshops
3. Parenting classes
4. Parent and Me classes for students who are 4 and under

Teachers reported that they are interested in attending workshops on the following topics:
1. Social-emotional learning
2. STEAM
3. Writing

Classroom Observations

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

Ryan STEAM Academy uses a variety of formal and informal classroom observations during the school year to assess classroom instruction and student learning. The principal conducts two formal observations each year to provide feedback to teachers to improve classroom instruction which enhances student engagement and achievement. The principal conducts weekly walkthroughs with a focus on guided reading, STEAM, and writing instruction which are our big focus areas for this school year. The principal, principal's supervisor and district representatives conduct walkthroughs to provide feedback to teachers as well as the principal. Feedback is currently based on Common Core standards and instruction as well as the strength of integrated and designated ELD instruction. Formal and informal observations are followed up with feedback to the teacher, grade level, school, etc, to improve teaching and learning. Teachers are choose to visit other classrooms within our school based on interest. During the 2018/2019 school year, for example, teachers visited two classroom during their small group centers. 100% of staff shared that they would like to continue to visit additional classrooms in the future and that it was an overall positive experience with many takeaways.

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)

Our site uses the following assessments to monitor student progress:

- Smarter Balanced Assessment (3rd-5th only)
- iReady (ELA and Math) benchmarks
- Envision Unit Assessments and Quizzes
- Benchmark Unit Assessments

* Writing assessments

- Language Live and Read Well Assessments (SPED)
- Level Screeners (All)
- ELPAC (English Learners)

Our staff at Ryan STEAM Academy has adopted a data-driven cycle of inquiry approach to school improvement that impacts the curriculum, instruction, assessments, and student achievement. Every year, our school establishes a focus area aligned to an area of need. This year we used our SBAC data to determine the writing focus. As a school we track data and student growth by using writing samples from students. Teachers use this data to inform and drive their lessons and classroom instruction. The data also helps determine the types of additional support and intervention students need in order to achieve the state standards.

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

The use of data at Ryan STEAM Academy is embedded during our staff meetings. Our focus this year is on writing instruction, and, as a school, have a committed to bringing back writing samples to staff meetings 1x per month to analyze student progress, strengths, and opportunities. Teachers also give a pre and a post assessment in writing at the beginning and end of each unit. Data is tracked in the classroom as well as in our teacher collaboration room. As a school, we use data to refine our own teaching practices while also meeting with teams across grade levels. Teachers also use iReady and level screeners to monitor comprehension and fluency in reading. Interim SBAC assessments are given to our 3rd-5th grade students throughout the year to monitor standards mastery.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Status of meeting requirements for highly qualified staff (ESEA)
Status of meeting the requirement of "HIGHLY QUALIFIED" staff

Thomas P. Ryan has 17 teachers on staff including the various Special Education Teachers
16/17 teachers at Ryan have the full credential needed to perform in that position. One teacher is currently enrolled in the teaching credential program. During the first two years, a teacher also receives a BTSA mentor who works closely with the teacher to set goals and perform classroom observations.

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

Ryan STEAM Academy staff is composed of 17 teachers who are fully credentialed and 1 who is currently enrolled in either an Intern Program. All staff have been trained on the common core standards as well as text complexity, writing from sources, and text dependent question common core shifts. Further professional development is offered at the school site on data to inform instruction, ELD, as well as constructing meaning. All teachers have access to district training such as "Envision", "Benchmark", and "Read Well". Our TK and constructing meaning teams attend professional development at the district's professional learning community. The principal and the resource teacher attend monthly instructional leader professional learning communities through the IL PLC.

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

- A fully implemented Instructional Leadership Team meets monthly to review monthly goals and provide input on our instructional PD, theory of change, and our assessment calendar. All members create the theory of change together which is reviewed throughout the year with our teachers. This year, our school is focusing on writing instruction .
- All teachers are participating in grade level collaborations this year.
- New eligible teachers will participate in BTSA, with activities that focus on the use of standards-based reading materials.
- Teachers will be encouraged to participate in new and advanced training, which has a heavy emphasis on common core standards-based materials.
- The school administrator will continue to participate in updated training in areas of the curriculum.
- All teachers will participate in school and district-sponsored grade-level meetings, which focus on standards-based adopted instructional programs.
- Teachers will receive continuous training in technology to support our Promethean Boards and LCD Projectors to increase engagement and support for all students.
- Teachers will receive continuous training in collecting and analyzing data. All teachers will be able to access data through illuminate and various sites such as the California Department of Education (CDE) to drive instruction and provide differentiated instruction to increase academic achievement for all students.
- All teachers will understand the Curriculum Walkthrough Process and will use walkthrough data to strengthen their practice to meet the needs of all students.
- All teachers will receive differentiated PD based on interest/need as well as guided reading PD during grade level collaboration.
- Staff meetings are dedicated to writing instruction.

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

Teachers also have ongoing professional development opportunities both at the site and district level. They benefit from the ongoing professional development provided by the resource teacher and principal during staff meetings, GLCs, and optional Thursday PD. Teachers participate in grade level collaboration 1x per month and cross grade level collaboration during staff meetings. Teachers are released to visit classrooms to view best practices.

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

Classroom visits with immediate feedback are an effective way to measure Ryan's current state as well as strengths and areas for growth. Walkthroughs provide the necessary data to provide feedback and support through professional development and grade level collaboration release days. This has been confirmed by weekly debriefing of the ILT Team, staff comments/surveys, increased student interaction, and positive changes in classroom environment. Teachers engage in weekly grade level collaboration to focus on the ROCI process as well as plan for Common Core instruction and opportunities. Our TK teacher attends collaborations at the district along with other TK teachers from other sites. Our TK teacher also serves as a facilitator and planner of the TK PLC. Teachers meet as a grade level twice a month to plan for guided reading lessons, review student progress, and engage in professional learning. Teachers also engage in STEAM planning twice a semester to prep materials, backwards plan the content, and plan lessons. Release days are provided by subs so that teachers can have full day releases 2x a year.

Teaching and Learning

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

Ryan STEAM Academy has aligned curriculum, instruction, and materials to content and performance standards through the following practices:

- All new eligible teachers will participate in BTSA and Intern Programs, which focus on standards. Newly credentialed teachers will be offered the opportunity to participate in a new teacher induction program.
- The school principal will continue to receive training on standards and how to coach, supervise, and evaluate teachers.
- School-site evaluations will stress student mastery of Common Core standards-based content.
- Teacher recruitment, hiring, and evaluation will focus on meeting the new Common Core State Standards criteria.
- All textbooks and supplemental materials align with the standards. This year the teachers have opted to supplement the Benchmark writing program with Step Up to Writing which is a more guided curriculum.
- All grades will have 30 minutes of ELD instruction daily which will be embedded in small group intervention.
- Grades 1-3 have a minimum of 2.5 hours of language arts standards-based instruction plus 30 minutes of ELD.
- Grades 4-5 have a minimum of 2 hours of language arts standards-based instruction plus 30 minutes of ELD.
- Teachers will triangulate data (weekly assessments, unit assessments, skills assessments) to match the Common Core State Standards for Students to insure all students meet or exceed standards.

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

- Kinder students receive 90 minutes of Language Arts instruction (30 minutes of intensive ELA differentiation) and 30 minutes of Mathematics plus 15-30 minutes of intense intervention instruction per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- First through third grades receive 150 minutes of language Arts (30 minutes of intensive ELA differentiation) and 60 minutes of Mathematics instruction plus 15-30 minutes of intensive intervention per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- Fourth through fifth grades receive 150 minutes of Language Arts (30 minutes of intensive ELA differentiation) and 75 minutes of Mathematics instruction plus 15-30 minutes of intense intervention instruction per day in a math workshop model

* Teachers will use iReady as an intervention tool in both ELA and math and group students based on level screener during small group instruction.

* City Year, one of our school partners, also provides small group tier 1 and tier 2 support.

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

Teachers create local pacing guides (scope and sequence), which are reviewed annually and modified when necessary. Teachers differentiate during instructional time. Classroom teachers provide intensive support during the instructional day through small group instruction and guided reading. Teachers differentiate the lessons to meet the needs of all student levels in the classroom. City Year, our full day support provider, provides tier 1 and 2 support for students. City Year also services nearly 100 students in grades 1st-5th in their expanded learning program. Think Together also provides support with reading and math foundational skills during their after school program.

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

- The school district adopted academic materials from the state-adopted list (K-8) aligned with the standards.
- Student work samples (close reads, writing samples, performance tasks) are used to assess alignment with content standards.
- Curriculum mapping is being implemented to assess instructional alignment with standards.
- Teacher lesson plans reference the standards being taught.
- A resource teacher works with all staff to ensure full implementation of standards-aligned programs.
- Standards-based assessments are utilized at the school site.
- Teachers regularly examine student data and student work samples at grade-level meetings to ensure that students are mastering grade-level standards. Student work samples are posted on the data wall to monitor progress over time.
- Staff development is provided in research-based practices
- Consumables are provided to implement standards-based instructional programs
- State adopted ELD materials are used in K-5

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

Language Arts: Benchmark
K-5 ELD: Benchmark ELD component and Imagine Learning
Mathematics: K-5 Envision Math
History/Social Science: Scott Foresman
Science: Standards-aligned STEAM program and science A-Z (NGSS aligned)
iReady K-5 (assessments only)
Step Up to Writing supplemental materials

Opportunity and Equal Educational Access

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

City Year works with students at the tier 1 and tier 2 level during the school day

City Year works with 3-5th grade students who score in the intensive and strategic range during the school day (tier 2)

All teachers provide a 30 minute ELD block for students who have not met the speaking and listening standards.

All teachers work with small groups 4x per week for 30 minutes each

All teachers supplement the writing program with Step Up to Writing which is scaffolded to meet the needs of all learners

Evidence-based educational practices to raise student achievement

Ryan STEAM Academy provides the following regular program services to enable under-performing students meet standards:

- Teachers receive training in differentiated instructional strategies
- The resource teacher will serve as a resource to classroom teachers to provide best practices and teaching strategies that best meet the needs of all students scoring below proficient to advanced.
- The gradual release model is used in every classroom every day, to allow time for teachers to work with individuals or small groups of students on targeted areas of need.
- Teachers closely monitor ongoing assessments in order to identify the particular needs of each student.
- Teachers meet regularly as grade level teams to identify target students using the ROCI process
- Grade levels or individual teachers meet regularly with the principal, resource teacher, BTSA providers, or any other mentors to discuss the varied needs of students in each class. Strategies are discussed on how to best meet the needs of students with different needs.
- Teachers choose students to participate in strategic interventions based on student need (various data).
- Staff meetings are dedicated to using our supplemental program (Step up to writing)
- Professional Development in the state adopted ELA and Math curriculums are provided through the district

Parental Engagement

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

Ryan STEAM Academy provides the following family, school, district, and community resources to assist these students:

- Monthly Principal's Coffees offer parents an opportunity to come together to receive information regarding the school (old and new business), receive trainings on technology and instructional strategies, and allow the parents a voice to share ideas and suggestions to make Ryan a better place for all stakeholders.
- A Student Success Team (SST) addresses the academic and behavioral needs of students and provides the teacher and parents with strategies to assist the student.
- A monthly newsletter as well as a regularly updated website offers events and updates to support parents and students
- A Health Aide is in place to address the health needs of the families.
- The resource teacher and community liaison provide hands-on workshops to the families
- The parents are provided opportunities to attend a district parent university on a variety of topics
- The staff provides workshops for parents on building literacy, science and math skills at home.
- All parents of students who are at risk of not meeting grade level standards are given a letter during the first progress mark. Teacher's conference with these parents to provide support so all students have the opportunity to succeed.

* A community liaison works directly with our families to serve as a liaison between the school and families.

* A family resource room is available to all families during the school day to access the internet, participate in various workshops, etc. There are specific agreements for accessing the parent resource room.

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)

All stakeholders are involved in the decision making process at Ryan STEAM Academy, including, but not limited to, School Site Council, English Language Advisory Committee, Staff, Instructional Leadership Team, PLC's. All stakeholders are involved developing the school plan including the budget by providing feedback through our LCAP forums. All stakeholders are involved in the process and are encouraged to be part of the team that ultimately creates, reviews, and accepts the current year school plan.

Funding

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

Ryan STEAM Academy provides the following categorically funded services to enable under-performing students meet standards:

- The Principal, Resource Teacher, and classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goal (based on length of time in the district's language program). Our goal is to see that all students make one year of language gains yearly.
- Effective implementation of Intervention at Ryan STEAM Academy has focused on the needs of at-risk students.
- Funds are used to help fund the instructional coach who focuses on working with teachers to support all students
- Teachers are given the option to provide after/before school intervention programs provides tutoring and academic support opportunities for students.
- Title III funds are allocated to provide services for English Learners such as interventions, parent conferences, materials/resources, etc.

Teachers are also allocated funds to provide supplemental materials in the students they serve. Supplemental materials enhance the current curriculum provided.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Throughout the year, the school gathers input from key stakeholder groups (i.e. students, parents, staff). Our SPSA is reviewed on a yearly basis with our school site council to determine the effectiveness of our school goals and allocation of funds. Data connected to our school goals is reviewed by staff, parents, and school site council.

Resource Inequities

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

A needs assessment was established with our staff and families to determine resource inequities. Based on the needs assessment, the data revealed that, as a school, we will focus our efforts on writing. Our team decided that we will supplement the Benchmark curriculum with Step Up to Writing which provides more scaffolds and structures for students. During distance learning, our teachers have attended professional development on online platforms and have participated in learning opportunities such as optional PD and cohort meetings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.66%	1%		2	3
African American	1.92%	1.31%	0.67%	7	4	2
Asian	9.34%	8.52%	8%	34	26	24
Filipino	7.14%	5.57%	6.33%	26	17	19
Hispanic/Latino	78.30%	82.62%	82.67%	285	252	248
Pacific Islander	0.82%	%	0%	3		0
White	1.92%	0.98%	1.33%	7	3	4
Multiple/No Response	%	%	0%			0
			Total Enrollment	364	305	300

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	71	41	71
Grade 1	45	46	35
Grade 2	61	50	46
Grade3	40	58	44
Grade 4	73	45	56
Grade 5	74	65	48
Total Enrollment	364	305	300

Conclusions based on this data:

1. Our largest population is our hispanic/latino sub group followed by our Asian population.
2. Our hispanic and pacific islander sub group percentages have reduced over the past three years.
3. Our smallest sub groups are African American and Asian.

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	172	134	120	47.3%	43.9%	40.0%
Fluent English Proficient (FEP)	91	90	102	25.0%	29.5%	34.0%
Reclassified Fluent English Proficient (RFEP)	65	33	36	31.4%	19.2%	26.9%

Conclusions based on this data:

1. The percent of reclassified students has increased significantly over the past three years.
2. The percent of english learners has reduced over the past three years.
3. The percent of fluent english proficient has nearly doubled since 2015/2016.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	37	61	67	37	59	67	37	59	97.1	100	96.7
Grade 4	76	66	48	73	66	46	73	66	46	96.1	100	95.8
Grade 5	70	72	63	67	72	60	67	72	59	95.7	100	95.2
All Grades	215	175	172	207	175	165	207	175	164	96.3	100	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2389.	2371.	2407.	13.43	10.81	15.25	22.39	8.11	22.03	22.39	40.54	32.20	41.79	40.54	30.51
Grade 4	2444.	2429.	2412.	15.07	16.67	17.39	28.77	21.21	15.22	16.44	13.64	17.39	39.73	48.48	50.00
Grade 5	2477.	2489.	2448.	11.94	22.22	10.17	29.85	34.72	15.25	23.88	11.11	25.42	34.33	31.94	49.15
All Grades	N/A	N/A	N/A	13.53	17.71	14.02	27.05	24.00	17.68	20.77	18.29	25.61	38.65	40.00	42.68

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	14.93	10.81	13.79	43.28	48.65	55.17	41.79	40.54	31.03
Grade 4	13.70	9.09	10.87	45.21	45.45	45.65	41.10	45.45	43.48
Grade 5	13.43	26.39	10.17	47.76	40.28	44.07	38.81	33.33	45.76
All Grades	14.01	16.57	11.66	45.41	44.00	48.47	40.58	39.43	39.88

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	13.43	8.11	8.62	44.78	40.54	55.17	41.79	51.35	36.21
Grade 4	16.44	9.09	19.57	54.79	46.97	34.78	28.77	43.94	45.65
Grade 5	25.37	26.39	15.25	47.76	38.89	42.37	26.87	34.72	42.37
All Grades	18.36	16.00	14.11	49.28	42.29	44.79	32.37	41.71	41.10

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	10.45	2.70	18.97	64.18	64.86	67.24	25.37	32.43	13.79
Grade 4	10.96	12.12	10.87	56.16	71.21	54.35	32.88	16.67	34.78
Grade 5	7.46	16.67	5.08	65.67	56.94	52.54	26.87	26.39	42.37
All Grades	9.66	12.00	11.66	61.84	64.00	58.28	28.50	24.00	30.06

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	20.90	8.11	24.14	43.28	56.76	55.17	35.82	35.14	20.69
Grade 4	24.66	22.73	15.22	47.95	46.97	43.48	27.40	30.30	41.30
Grade 5	17.91	31.94	11.86	58.21	45.83	44.07	23.88	22.22	44.07
All Grades	21.26	23.43	17.18	49.76	48.57	47.85	28.99	28.00	34.97

Conclusions based on this data:

1. Listening is our strongest area with 76% of students near/at/above standard.
2. Writing is still an area that we need to focus our efforts on since 41.71% of students scored below standard.
3. 73.19% of students have nearly met/met and have reached above standard in the area of research/inquiry.

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	68	38	61	67	37	60	67	37	60	98.5	97.4	98.4
Grade 4	76	66	48	76	66	48	76	66	48	100	100	100
Grade 5	71	72	63	71	72	63	71	72	63	100	100	100
All Grades	215	176	172	214	175	171	214	175	171	99.5	99.4	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2411.	2401.	2424.	11.94	8.11	8.33	29.85	21.62	38.33	20.90	32.43	33.33	37.31	37.84	20.00
Grade 4	2430.	2475.	2425.	9.21	27.27	10.42	15.79	22.73	12.50	35.53	22.73	37.50	39.47	27.27	39.58
Grade 5	2475.	2499.	2433.	7.04	16.67	6.35	21.13	23.61	12.70	32.39	27.78	28.57	39.44	31.94	52.38
All Grades	N/A	N/A	N/A	9.35	18.86	8.19	21.96	22.86	21.64	29.91	26.86	32.75	38.79	31.43	37.43

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	31.34	24.32	33.33	28.36	27.03	43.33	40.30	48.65	23.33
Grade 4	10.53	33.33	16.67	27.63	28.79	27.08	61.84	37.88	56.25
Grade 5	22.54	27.78	9.52	26.76	30.56	19.05	50.70	41.67	71.43
All Grades	21.03	29.14	19.88	27.57	29.14	29.82	51.40	41.71	50.29

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	14.93	8.11	23.33	52.24	48.65	53.33	32.84	43.24	23.33
Grade 4	13.16	22.73	14.58	36.84	48.48	39.58	50.00	28.79	45.83
Grade 5	8.45	18.06	6.35	46.48	40.28	38.10	45.07	41.67	55.56
All Grades	12.15	17.71	14.62	44.86	45.14	43.86	42.99	37.14	41.52

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	16.42	21.62	13.33	47.76	32.43	60.00	35.82	45.95	26.67
Grade 4	13.16	30.30	10.42	46.05	40.91	31.25	40.79	28.79	58.33
Grade 5	5.63	19.44	6.35	43.66	38.89	41.27	50.70	41.67	52.38
All Grades	11.68	24.00	9.94	45.79	38.29	45.03	42.52	37.71	45.03

Conclusions based on this data:

1. The percent of students taking and/or who have completed the math assessment decreased slightly in 2017/2018.
2. The percent of students scoring above standard in concepts and procedures is the highest of all three areas.
3. 45% of students scored at or near standard in the area of problem solving and modeling/data analysis.

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	1410.9	1428.2	1421.8	1439.4	1385.7	1401.6	51	32
Grade 1	1438.3	1435.7	1434.0	1456.0	1442.2	1414.9	23	23
Grade 2	1481.0	1481.4	1480.2	1473.1	1481.5	1489.3	16	17
Grade 3	1479.9	*	1478.2	*	1481.1	*	19	9
Grade 4	1474.5	1482.6	1471.1	1490.2	1477.5	1474.6	20	18
Grade 5	1501.3	1471.3	1494.7	1468.7	1507.5	1473.5	21	22
All Grades							150	121

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	31.37	18.75	27.45	40.63	25.49	28.13	*	12.50	51	32
1	*	0.00	*	34.78	*	47.83	*	17.39	23	23
2	*	23.53	*	35.29	*	29.41	*	11.76	16	17
3	*	*	*	*	*	*	*	*	19	*
4		16.67	*	22.22	*	27.78	*	33.33	20	18
5	*	4.55	*	18.18	*	50.00	*	27.27	21	22
All Grades	28.00	11.57	30.67	32.23	24.67	36.36	16.67	19.83	150	121

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.18	15.63	25.49	53.13	21.57	21.88	*	9.38	51	32
1	52.17	17.39	*	43.48	*	30.43	*	8.70	23	23
2	*	35.29	*	29.41	*	29.41	*	5.88	16	17
3	*	*	*	*	*	*	*	*	19	*
4	*	27.78	*	44.44	*	16.67	*	11.11	20	18
5	*	13.64	*	54.55	*	9.09	*	22.73	21	22
All Grades	40.00	20.66	31.33	45.45	14.00	20.66	14.67	13.22	150	121

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.49	9.38	*	37.50	45.10	37.50	*	15.63	51	32
1	*	0.00	*	26.09	*	30.43	*	43.48	23	23
2	*	17.65	*	29.41	*	23.53	*	29.41	16	17
3	*	*	*	*	*	*	57.89	*	19	*
4		5.56	*	16.67	60.00	16.67	*	61.11	20	18
5	*	0.00	*	4.55	*	40.91	*	54.55	21	22
All Grades	22.67	5.79	17.33	25.62	32.00	31.40	28.00	37.19	150	121

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.94	18.75	37.25	71.88	*	9.38	51	32
1	60.87	39.13	*	52.17	*	8.70	23	23
2	*	29.41	*	47.06	*	23.53	16	17
3	*	*	57.89	*	*	*	19	*
4	*	16.67	55.00	55.56	*	27.78	20	18
5	*	0.00	52.38	63.64	*	36.36	21	22
All Grades	40.67	19.01	41.33	58.68	18.00	22.31	150	121

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.45	28.13	56.86	62.50	*	9.38	51	32
1	*	4.35	52.17	91.30	*	4.35	23	23
2	*	52.94	*	35.29	*	11.76	16	17
3	*	*	*	*	*	*	19	*
4	55.00	44.44	*	44.44	*	11.11	20	18
5	66.67	77.27	*	0.00	*	22.73	21	22
All Grades	43.33	39.67	42.00	47.93	14.67	12.40	150	121

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	64.71	90.63	*	9.38	51	32
1	47.83	13.04	*	39.13	*	47.83	23	23
2	*	11.76	*	64.71	*	23.53	16	17
3		*	*	*	*	*	19	*
4		0.00	*	27.78	*	72.22	20	18
5	*	0.00	52.38	40.91	*	59.09	21	22
All Grades	20.67	4.13	48.67	56.20	30.67	39.67	150	121

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	29.41	50.00	49.02	31.25	21.57	18.75	51	32
1	*	0.00	60.87	69.57	*	30.43	23	23
2	*	29.41	68.75	35.29	*	35.29	16	17
3	*	*	*	*	*	*	19	*
4	*	16.67	75.00	50.00	*	33.33	20	18
5	*	0.00	57.14	68.18	*	31.82	21	22
All Grades	24.00	19.83	56.00	52.07	20.00	28.10	150	121

Conclusions based on this data:

1. During the 2017/2018 school year, 150 students were tested.
2. Our largest population of English Learners are in kindergarten which means that students are redesignated as they move through the grade levels.
3. The largest language proficiency level is a level 3.

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**
305	**85.9**	**43.9**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	134	43.9
Foster Youth	2	0.7
Socioeconomically Disadvantaged	262	85.9
Students with Disabilities	39	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.3
American Indian	2	0.7
Asian	26	8.5
Filipino	17	5.6
Hispanic	252	82.6
Two or More Races	1	0.3
White	3	1.0

Conclusions based on this data:

1. A significant number of our students are classified as socioeconomically disadvantaged (85.2%).
2. The largest racial student subgroup is Hispanic (78.3%).
3. 47.3% of our students are English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. According to the dashboard, Ryan performed in the second highest ranking in the area of math.
2. According to the dashboard, Ryan performed in the yellow (3rd highest ranking) in the area of chronic absenteeism.
3. According to the dashboard, Ryan will address the suspension rate since this is one of our lowest performing areas.

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	3	0	0	0

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

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
43.8 points below standard	55.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.9 points	Declined Significantly -24.3 points	2
157	107	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	50.1 points below standard	125.5 points below standard
	Declined Significantly -15.4 points	Increased Significantly ++30.1 points
	139	26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
2	1	Declined Significantly -54.2 points	8
		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
55.2 points below standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.5 points			2
127			

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**
126.3 points below standard	15.9 points below standard	34 points below standard
Maintained ++1.9 points	Declined Significantly -40.2 points	Increased ++7.1 points
38	69	42

Conclusions based on this data:

1. According to the dashboard, the data maintained in several areas including overall student growth, english learner performance, and socioeconomically disadvantaged students.
2. Based on the 2018 data, Hispanic students declined by 9.4 points while Asian students increased by 44.4 points.
3. There was not performance data for some subgroups due to a smaller population of less than 11 students at our school.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
47.8 points below standard	52.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -28.2 points	Declined Significantly -33.6 points	2
156	106	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	No Performance Color
	51.5 points below standard	123.3 points below standard
	Declined Significantly -30.1 points	Increased ++3.8 points
	138	26

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	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 24.7 points above standard Declined Significantly -50.6 points 17	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 63.4 points below standard Declined Significantly -23.7 points 126			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**
121.4 points below standard Declined -13.5 points 37	14.9 points below standard Declined Significantly -47.1 points 69	48.2 points below standard Declined -14.3 points 42

Conclusions based on this data:

1. Based on the data there was significant growth in all subgroups.
2. Socioeconomically disadvantaged increased 28.5 points which was the greatest increase.
3. We are in either the yellow or green range in all areas.

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
37.7 making progress towards English language proficiency
Number of EL Students: 77
Performance Level: Low

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
18	30	0	29

Conclusions based on this data:

1. According to the ELPAC assessment, 58.7% of students scored in the moderately and well developed areas.
2. The majority of students are in the level 3 range which is moderately developed.

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	2	2	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	Yellow	No Performance Color
11.8	10.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.2	Declined -2.1	5
347	159	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	12.3	18.9
3	Increased +1.2	Declined -2.4
	301	53

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.9	15
5	3	Increased +4.1	Increased +11
		29	20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
12.3	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 +0.6	1	0	4
285			

Conclusions based on this data:

1. Students with disabilities increased significantly placing Ryan in the "red" dashboard color.
2. Overall, our chronic absenteeism percentage decreased 2.3% placing Ryan in the "yellow"

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
1	1	1	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
2.2	2.4	Less than 11 Students - Data Not
Declined -0.7	Increased +0.4	5
359	164	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
Less than 11 Students - Data Not	2.6	10.9
5	Declined -0.8	Increased +2
	310	55

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 6	Less than 11 Students - Data 3	0 Maintained 0 29	0 Maintained 0 20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
2.7 Maintained -0.1 293	Less than 11 Students - Data 2	Less than 11 Students - Data 2	Less than 11 Students - Data 4

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3	2.2

Conclusions based on this data:

1. The number of students who are suspended each year has increased from 2016 to 2018.
2. 9% of students with disabilities have been suspended at least once.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

Strengthen students' literacy skills by targeting the development of writing skills across all content areas.

By the end of the year, we expect that teachers will explicitly teach the three areas of writing increasing the number of students who perform at grade level on SBAC from 14% to 59% (currently 45% of students have nearly met standard) on the writing claim. By the end of the year, we will reduce the students who have not met standard from 41% to 20%. Throughout the year we will create a space to meet as a grade level to participate in professional development and engage in data analysis.

Identified Need

Students: If students have structured opportunities to practice the three types of writing, they will be able to develop stronger writing pieces independently which include the elements of each type of writing. If students have time during their writing center, they will be able to edit and/or revise their work on a daily basis. If students are aware of their stage in the writing process, they they will be able to refer back to their work during centers.
Teachers: If we strengthen the benchmark writing program and/or supplement the program to support the needs of all learners, then our students will be able to write narratives, write to inform, and write arguments. If we track how students are performing in writing as a school, we will have a better sense of the strengths and opportunities our students have.
Administrator: If we provide professional development on the grade level and foundational writing standards, then our teachers will develop a stronger understanding of grade level expectations. If we analyze student work on a monthly basis, teachers will be able to adjust their practice based on students' needs and strengths. If I give flexibility to my staff to supplement the benchmark writing program with Step Up to Writing, then we will be able to align our practices across the school to support students. If I constantly listen to my staff's feedback then I will be able to create PD around their needs and interests. With the support of the ILT, we will establish and share systems for PD, GLC, and data analysis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Writing Claim	45% of students have nearly met standard	59% of students met standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ryan STEAM Academy will provide:
Professional development in the area of writing instruction is provided by the principal and .5 resource teacher. The resource teacher will also support with monitoring and analyzing student work during our monthly data analysis portion. The resource teacher will support in modeling lessons as requested by teachers or release teachers to visit other classrooms.

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)
40714	Title I 1000-1999: Certificated Personnel Salaries
9780	Title I 3000-3999: Benefits

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

A supplemental writing program (Step Up to Writing) is provided to all students. The program scaffolds the writing instruction and includes the three types of writing. Materials will be provided such as highlighters, colored paper, 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)

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

Opportunities for students to receive additional support in the little heroes program, city year, and/or after school interventions

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)
16000	Title I 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Contract
2000	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Contract

Strategy/Activity 4

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

All Students

Strategy/Activity

Extended Duty will be offered for teachers to teach interventions and/or enrichment opportunities

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)
374	Title I 4000-4999: Books And Supplies

Strategy/Activity 5

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

All Students

Strategy/Activity

At least 2 full day release days to map out writing instruction per grade level. Substitutes will be provided.

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

Amount(s) Source(s)

Strategy/Activity 6

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

All Students

Strategy/Activity

Technology including google classroom and seesaw will be aligned to our writing focus. Replacement bulbs, projectors, copiers & maintenance charges etc will be provided as needed.

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)
5500	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

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

All Students

Strategy/Activity

Teachers are encouraged to continue their professional learning by attending conferences

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)
328	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conferences

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ILT will meet monthly during our committee time and as needed to plan PD for the staff and calendar out PD. ILT may also meet after school to plan scope of work for writing program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extended Duty
220	LCFF Supplemental/Concentration 3000-3999: Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student achievement will be recognized throughout the year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
440	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Awards and incentives

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will be allocated a stipend for supplemental instructional materials that go above and beyond the curriculum offered.

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)
2800.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Supplemental Materials ($200.00/teacher)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have access to earbuds to use with our programs and during state testing.

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)
400	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

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

40% of our English Language Learners will be reclassified during the 2020/2021 school year

Identified Need

Although our English Learners scored at a level green in ELA and have made significant progress, their performance in math is in the orange range on the California dashboard.

Based on the 2017/2018 ELPAC Summative overall data:

- 28% scored at level 4
- 30.67% scored at level 3
- 24.67% scored at level 2
- 16.67% scored at level 1

Students need to demonstrate proficiency based on four criteria in order to be reclassified;

1. Local assessment: no less than 1 grade level below on reading iready exam; 3 or higher on the ELA CAASPP

2. State assessment (ELPAC): 3+ overall, and 2+ in all of the four categories (reading, listening, speaking, writing)

3. Teacher recommendation

4. Parent approval

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reclassified each year	The reclassification rate has been on average 40% each year for the past 2 years.	The reclassification rate will be 40% this year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Students will be grouped according to level in grades TK-5 during the 30 minute ELD block.

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

Amount(s) Source(s)

Strategy/Activity 2

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

English Learners

Strategy/Activity

Opportunities for enrichment and intervention may be provided before and/or after school

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

Amount(s) Source(s)

Strategy/Activity 3

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

English Learners

Strategy/Activity

Teachers will scaffold the content to support English Learners including scaffolds, hands-on activities, graphic organizers, sentence stems, etc. Materials that support language development can be requested by staff as needed. Teachers will use supplemental resources to assist students in achieving English proficiency (Imagine Learning - district funded, leveled books, computer programs, audio recording devices)

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

Amount(s) Source(s)

Strategy/Activity 4

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

English Learners

Strategy/Activity

A teacher will be a liaison between the school and families to monitor progress and schedule check in meetings with LTELs. The teacher will also ensure that all required paperwork is sent home and filed in CUME folders. The teacher will be provided with extended duty to meet with the principal outside of contractual hours to review information from monthly Title III 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)

Strategy/Activity 5

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

English Learners

Strategy/Activity

School staff will use and monitor state assessments to determine strengths and opportunities 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)

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.

Last year our school was effective meeting the needs of our english learners by reclassifying 40% of our ELs. Teachers scaffolded the content to meet the needs of their students while also offering after school intervention.

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

All funds were from title 3 which was a centralized account.

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.

This year there will be an English Learner liaison who will receive a stipend for planning ELPAC assessments, incentive plan, and ongoing communication with families.

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

Implement restorative practices and mindfulness activities that will positively influence school culture.

Identified Need

The dashboard indicates that, as a school, 10.6% of all students are chronically absent. The dashboard also indicated that 21.3% of students with disabilities were chronically absent. The referral rate during the 2018/2019 school year was very high with the majority of the referrals found in SPED and 5th grade. The average referral rate averaged to 10 incidents per week. There is also a need for finding alternatives to suspending students out of the school wince our suspension rate was 3% last year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Rate	The average monthly attendance rate was 96%	Increase attendance rate to an average of 97% per month
Weekly referral rate	During the 2018/2019 school year, there were on average 10 referrals to the office per week.	Reduce referral rate by 50%
Suspension Rate	3% of all students have been suspended at least once	Reduce suspension rate by 50%

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

Incentives will be provided for students who follow our three school rules and who are here on 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)
400.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Mentor Program

Strategy/Activity

Students who have received three referrals will participate in a mentor program involving a check in / check out system; teachers will be paid a stipend to be a mentor for the year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries

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

Our school will provide resources to parents including counseling resources, workshops on anti-bullying, food pantry, attendance resources, 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Mindfulness lessons will be provided to students in all grade levels including breathing exercises, problem solving, restorative circles, 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)

Strategy/Activity 5

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

At-risk students

Strategy/Activity

Our community liaison will work with "at-risk" students who have an attendance rate of less than 95%. Our community liaison will complete home visits when there is an unverified absence.

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

Amount(s) Source(s)

Strategy/Activity 6

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

All Students

Strategy/Activity

Wednesday meditation will be offered as well as alternatives to suspension including a parent pick up, parent sitting in the classroom, student placed in another classroom, loss of recess, 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)

Strategy/Activity 7

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

All Students

Strategy/Activity

Our vision for student success will be shared at coffees, SSC, and workshops.

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

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

Goal 4

Engage stakeholders to strengthen our school culture and academic program

Identified Need

Our panorama data indicated that:

- 98% of parents thought the rules are fair, consequences are clearly established, and rules are evident.
- 75% of students feel safe at school
- 96% of students feel a sense of belonging which was a 9% growth from the previous year.
- 100% of students feel that school staff is helpful and that staff treats them with respect.
- 58% of students complimented another student within the past 30 days

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Ed Surveys	96% of students feel a sense of belonging	100% of students feel a sense of belonging

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

Parents will track hours in log. A survey will be provided to all families regarding their interest in various workshops and events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extracurricular activities will be offered including an art class for TK-2nd grade, after school academies, after school sports, and the audacity program for all grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000.00	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Arts 4 Schools

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

Parent leadership opportunities will be provided through DELAC, DAC, SSC, etc. Parents will also be encouraged to participate in ongoing workshops, our walking parent field trip, events, 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Recognize parent volunteers during district jubilee event and end of year parent breakfast. Incentives will be provided which may include t-shirts, lanyards, 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)

Strategy/Activity 5

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

All Students

Strategy/Activity

The resource teacher will lead extracurricular activities including robot classes, "spy kit" classes, and holiday art classes. The resource teacher will lead make and take parent workshops on ELA and math standard.

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)
850	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 6

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

All Students

Strategy/Activity

The families will have a parent engagement center where they can access the internet, community resources, and participate in various workshops

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)

400.00	Title I 4000-4999: Books And Supplies

Strategy/Activity 7

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

All Students

Strategy/Activity

Monthly enrollment and outreach events will be offered to incoming families beginning in December. Incentives are provided to students as well as a parent orientation 2x a year.

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

Amount(s)	Source(s)
490.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 8

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

All Students

Strategy/Activity

Printed materials will be provided to incoming families and current families regarding events, newsletters, summer school offerings, progress reports, 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)

Strategy/Activity 9

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

All Students

Strategy/Activity

Supplemental materials will be provided for STEAM

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 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	$70,705.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$86,496.00

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	$73,096.00

Subtotal of additional federal funds included for this school: $73,096.00

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

State or Local Programs	Allocation ($)
LCFF Supplemental/Concentration	$13,400.00

Subtotal of state or local funds included for this school: $13,400.00

Total of federal, state, and/or local funds for this school: $86,496.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	73096	0.00
LCFF Supplemental/Concentration	13400	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Raquel Katz	Principal
Bob Castognia	Classroom Teacher
Anita Ghosh	Classroom Teacher
Silvia Verduzco	Parent or Community Member
Luz Vasquez	Other School Staff
Arturo Vega	Classroom Teacher
Andrea Sumano	Parent or Community Member
Vanessa Rios	Parent or Community Member
Sharon Chen	Parent or Community Member
Natalie Abal	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
DocuSigned by: 5CCE90AF4FB8407...	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 5/20/20.

Attested:

	Principal, Raquel Katz on 5/20/20
DocuSigned by: D14215BE010C471...	SSC Chairperson, Natalie Abal on 5/20/20

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

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ryan STEAM Academy	43693696046320	May 20, 2020	June 11, 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).

Ryan STEAM Academy uses formal and informal ways of assessing students, parents, and teachers. One way of assessing student and teachers at Ryan is through surveys and discussions. Additionally, we consistently use google forms to get teacher feedback regarding professional development, interests, and next steps. Feedback from our monthly Principal Coffees, the panoramic survey, and School Site Council allow us to measure how our school is running from the community's perspective and ways to make change. Surveys and discussions allow us to integrate all stakeholders in the education of all our students.

Parents reported that they are interested in attending workshops on the following topics:
1. Art Classes
2. Science Fair Workshops
3. Parenting classes
4. Parent and Me classes for students who are 4 and under

Teachers reported that they are interested in attending workshops on the following topics:
1. Social-emotional learning
2. STEAM
3. Writing

Classroom Observations

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

Ryan STEAM Academy uses a variety of formal and informal classroom observations during the school year to assess classroom instruction and student learning. The principal conducts two formal observations each year to provide feedback to teachers to improve classroom instruction which enhances student engagement and achievement. The principal conducts weekly walkthroughs with a focus on guided reading, STEAM, and writing instruction which are our big focus areas for this school year. The principal, principal's supervisor and district representatives conduct walkthroughs to provide feedback to teachers as well as the principal. Feedback is currently based on Common Core standards and instruction as well as the strength of integrated and designated ELD instruction. Formal and informal observations are followed up with feedback to the teacher, grade level, school, etc, to improve teaching and learning. Teachers are choose to visit other classrooms within our school based on interest. During the 2018/2019 school year, for example, teachers visited two classroom during their small group centers. 100% of staff shared that they would like to continue to visit additional classrooms in the future and that it was an overall positive experience with many takeaways.

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)

Our site uses the following assessments to monitor student progress:

- Smarter Balanced Assessment (3rd-5th only)
- iReady (ELA and Math) benchmarks
- Envision Unit Assessments and Quizzes
- Benchmark Unit Assessments

* Writing assessments

- Language Live and Read Well Assessments (SPED)
- Level Screeners (All)
- ELPAC (English Learners)

Our staff at Ryan STEAM Academy has adopted a data-driven cycle of inquiry approach to school improvement that impacts the curriculum, instruction, assessments, and student achievement. Every year, our school establishes a focus area aligned to an area of need. This year we used our SBAC data to determine the writing focus. As a school we track data and student growth by using writing samples from students. Teachers use this data to inform and drive their lessons and classroom instruction. The data also helps determine the types of additional support and intervention students need in order to achieve the state standards.

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

The use of data at Ryan STEAM Academy is embedded during our staff meetings. Our focus this year is on writing instruction, and, as a school, have a committed to bringing back writing samples to staff meetings 1x per month to analyze student progress, strengths, and opportunities. Teachers also give a pre and a post assessment in writing at the beginning and end of each unit. Data is tracked in the classroom as well as in our teacher collaboration room. As a school, we use data to refine our own teaching practices while also meeting with teams across grade levels. Teachers also use iReady and level screeners to monitor comprehension and fluency in reading. Interim SBAC assessments are given to our 3rd-5th grade students throughout the year to monitor standards mastery.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Status of meeting requirements for highly qualified staff (ESEA)
Status of meeting the requirement of "HIGHLY QUALIFIED" staff

Thomas P. Ryan has 17 teachers on staff including the various Special Education Teachers
16/17 teachers at Ryan have the full credential needed to perform in that position. One teacher is currently enrolled in the teaching credential program. During the first two years, a teacher also receives a BTSA mentor who works closely with the teacher to set goals and perform classroom observations.

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

Ryan STEAM Academy staff is composed of 17 teachers who are fully credentialed and 1 who is currently enrolled in either an Intern Program. All staff have been trained on the common core standards as well as text complexity, writing from sources, and text dependent question common core shifts. Further professional development is offered at the school site on data to inform instruction, ELD, as well as constructing meaning. All teachers have access to district training such as "Envision", "Benchmark", and "Read Well". Our TK and constructing meaning teams attend professional development at the district's professional learning community. The principal and the resource teacher attend monthly instructional leader professional learning communities through the IL PLC.

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

- A fully implemented Instructional Leadership Team meets monthly to review monthly goals and provide input on our instructional PD, theory of change, and our assessment calendar. All members create the theory of change together which is reviewed throughout the year with our teachers. This year, our school is focusing on writing instruction .
- All teachers are participating in grade level collaborations this year.
- New eligible teachers will participate in BTSA, with activities that focus on the use of standards-based reading materials.
- Teachers will be encouraged to participate in new and advanced training, which has a heavy emphasis on common core standards-based materials.
- The school administrator will continue to participate in updated training in areas of the curriculum.
- All teachers will participate in school and district-sponsored grade-level meetings, which focus on standards-based adopted instructional programs.
- Teachers will receive continuous training in technology to support our Promethean Boards and LCD Projectors to increase engagement and support for all students.
- Teachers will receive continuous training in collecting and analyzing data. All teachers will be able to access data through illuminate and various sites such as the California Department of Education (CDE) to drive instruction and provide differentiated instruction to increase academic achievement for all students.
- All teachers will understand the Curriculum Walkthrough Process and will use walkthrough data to strengthen their practice to meet the needs of all students.
- All teachers will receive differentiated PD based on interest/need as well as guided reading PD during grade level collaboration.
- Staff meetings are dedicated to writing instruction.

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

Teachers also have ongoing professional development opportunities both at the site and district level. They benefit from the ongoing professional development provided by the resource teacher and principal during staff meetings, GLCs, and optional Thursday PD. Teachers participate in grade level collaboration 1x per month and cross grade level collaboration during staff meetings. Teachers are released to visit classrooms to view best practices.

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

Classroom visits with immediate feedback are an effective way to measure Ryan's current state as well as strengths and areas for growth. Walkthroughs provide the necessary data to provide feedback and support through professional development and grade level collaboration release days. This has been confirmed by weekly debriefing of the ILT Team, staff comments/surveys, increased student interaction, and positive changes in classroom environment. Teachers engage in weekly grade level collaboration to focus on the ROCI process as well as plan for Common Core instruction and opportunities. Our TK teacher attends collaborations at the district along with other TK teachers from other sites. Our TK teacher also serves as a facilitator and planner of the TK PLC. Teachers meet as a grade level twice a month to plan for guided reading lessons, review student progress, and engage in professional learning. Teachers also engage in STEAM planning twice a semester to prep materials, backwards plan the content, and plan lessons. Release days are provided by subs so that teachers can have full day releases 2x a year.

Teaching and Learning

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

Ryan STEAM Academy has aligned curriculum, instruction, and materials to content and performance standards through the following practices:

- All new eligible teachers will participate in BTSA and Intern Programs, which focus on standards. Newly credentialed teachers will be offered the opportunity to participate in a new teacher induction program.
- The school principal will continue to receive training on standards and how to coach, supervise, and evaluate teachers.
- School-site evaluations will stress student mastery of Common Core standards-based content.
- Teacher recruitment, hiring, and evaluation will focus on meeting the new Common Core State Standards criteria.
- All textbooks and supplemental materials align with the standards. This year the teachers have opted to supplement the Benchmark writing program with Step Up to Writing which is a more guided curriculum.
- All grades will have 30 minutes of ELD instruction daily which will be embedded in small group intervention.
- Grades 1-3 have a minimum of 2.5 hours of language arts standards-based instruction plus 30 minutes of ELD.
- Grades 4-5 have a minimum of 2 hours of language arts standards-based instruction plus 30 minutes of ELD.
- Teachers will triangulate data (weekly assessments, unit assessments, skills assessments) to match the Common Core State Standards for Students to insure all students meet or exceed standards.

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

- Kinder students receive 90 minutes of Language Arts instruction (30 minutes of intensive ELA differentiation) and 30 minutes of Mathematics plus 15-30 minutes of intense intervention instruction per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- First through third grades receive 150 minutes of language Arts (30 minutes of intensive ELA differentiation) and 60 minutes of Mathematics instruction plus 15-30 minutes of intensive intervention per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- Fourth through fifth grades receive 150 minutes of Language Arts (30 minutes of intensive ELA differentiation) and 75 minutes of Mathematics instruction plus 15-30 minutes of intense intervention instruction per day in a math workshop model

* Teachers will use iReady as an intervention tool in both ELA and math and group students based on level screener during small group instruction.

* City Year, one of our school partners, also provides small group tier 1 and tier 2 support.

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

Teachers create local pacing guides (scope and sequence), which are reviewed annually and modified when necessary. Teachers differentiate during instructional time. Classroom teachers provide intensive support during the instructional day through small group instruction and guided reading. Teachers differentiate the lessons to meet the needs of all student levels in the classroom. City Year, our full day support provider, provides tier 1 and 2 support for students. City Year also services nearly 100 students in grades 1st-5th in their expanded learning program. Think Together also provides support with reading and math foundational skills during their after school program.

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

- The school district adopted academic materials from the state-adopted list (K-8) aligned with the standards.
- Student work samples (close reads, writing samples, performance tasks) are used to assess alignment with content standards.
- Curriculum mapping is being implemented to assess instructional alignment with standards.
- Teacher lesson plans reference the standards being taught.
- A resource teacher works with all staff to ensure full implementation of standards-aligned programs.
- Standards-based assessments are utilized at the school site.
- Teachers regularly examine student data and student work samples at grade-level meetings to ensure that students are mastering grade-level standards. Student work samples are posted on the data wall to monitor progress over time.
- Staff development is provided in research-based practices
- Consumables are provided to implement standards-based instructional programs
- State adopted ELD materials are used in K-5

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

Language Arts: Benchmark
K-5 ELD: Benchmark ELD component and Imagine Learning
Mathematics: K-5 Envision Math
History/Social Science: Scott Foresman
Science: Standards-aligned STEAM program and science A-Z (NGSS aligned)
iReady K-5 (assessments only)
Step Up to Writing supplemental materials

Opportunity and Equal Educational Access

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

City Year works with students at the tier 1 and tier 2 level during the school day

City Year works with 3-5th grade students who score in the intensive and strategic range during the school day (tier 2)

All teachers provide a 30 minute ELD block for students who have not met the speaking and listening standards.

All teachers work with small groups 4x per week for 30 minutes each

All teachers supplement the writing program with Step Up to Writing which is scaffolded to meet the needs of all learners

Evidence-based educational practices to raise student achievement

Ryan STEAM Academy provides the following regular program services to enable under-performing students meet standards:

- Teachers receive training in differentiated instructional strategies
- The resource teacher will serve as a resource to classroom teachers to provide best practices and teaching strategies that best meet the needs of all students scoring below proficient to advanced.
- The gradual release model is used in every classroom every day, to allow time for teachers to work with individuals or small groups of students on targeted areas of need.
- Teachers closely monitor ongoing assessments in order to identify the particular needs of each student.
- Teachers meet regularly as grade level teams to identify target students using the ROCI process
- Grade levels or individual teachers meet regularly with the principal, resource teacher, BTSA providers, or any other mentors to discuss the varied needs of students in each class. Strategies are discussed on how to best meet the needs of students with different needs.
- Teachers choose students to participate in strategic interventions based on student need (various data).
- Staff meetings are dedicated to using our supplemental program (Step up to writing)
- Professional Development in the state adopted ELA and Math curriculums are provided through the district

Parental Engagement

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

Ryan STEAM Academy provides the following family, school, district, and community resources to assist these students:

- Monthly Principal's Coffees offer parents an opportunity to come together to receive information regarding the school (old and new business), receive trainings on technology and instructional strategies, and allow the parents a voice to share ideas and suggestions to make Ryan a better place for all stakeholders.
- A Student Success Team (SST) addresses the academic and behavioral needs of students and provides the teacher and parents with strategies to assist the student.
- A monthly newsletter as well as a regularly updated website offers events and updates to support parents and students
- A Health Aide is in place to address the health needs of the families.
- The resource teacher and community liaison provide hands-on workshops to the families
- The parents are provided opportunities to attend a district parent university on a variety of topics
- The staff provides workshops for parents on building literacy, science and math skills at home.
- All parents of students who are at risk of not meeting grade level standards are given a letter during the first progress mark. Teacher's conference with these parents to provide support so all students have the opportunity to succeed.

* A community liaison works directly with our families to serve as a liaison between the school and families.

* A family resource room is available to all families during the school day to access the internet, participate in various workshops, etc. There are specific agreements for accessing the parent resource room.

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)

All stakeholders are involved in the decision making process at Ryan STEAM Academy, including, but not limited to, School Site Council, English Language Advisory Committee, Staff, Instructional Leadership Team, PLC's. All stakeholders are involved developing the school plan including the budget by providing feedback through our LCAP forums. All stakeholders are involved in the process and are encouraged to be part of the team that ultimately creates, reviews, and accepts the current year school plan.

Funding

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

Ryan STEAM Academy provides the following categorically funded services to enable under-performing students meet standards:

- The Principal, Resource Teacher, and classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goal (based on length of time in the district's language program). Our goal is to see that all students make one year of language gains yearly.
- Effective implementation of Intervention at Ryan STEAM Academy has focused on the needs of at-risk students.
- Funds are used to help fund the instructional coach who focuses on working with teachers to support all students
- Teachers are given the option to provide after/before school intervention programs provides tutoring and academic support opportunities for students.
- Title III funds are allocated to provide services for English Learners such as interventions, parent conferences, materials/resources, etc.

Teachers are also allocated funds to provide supplemental materials in the students they serve. Supplemental materials enhance the current curriculum provided.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Throughout the year, the school gathers input from key stakeholder groups (i.e. students, parents, staff). Our SPSA is reviewed on a yearly basis with our school site council to determine the effectiveness of our school goals and allocation of funds. Data connected to our school goals is reviewed by staff, parents, and school site council.

Resource Inequities

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

A needs assessment was established with our staff and families to determine resource inequities. Based on the needs assessment, the data revealed that, as a school, we will focus our efforts on writing. Our team decided that we will supplement the Benchmark curriculum with Step Up to Writing which provides more scaffolds and structures for students. During distance learning, our teachers have attended professional development on online platforms and have participated in learning opportunities such as optional PD and cohort meetings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.66%	1%		2	3
African American	1.92%	1.31%	0.67%	7	4	2
Asian	9.34%	8.52%	8%	34	26	24
Filipino	7.14%	5.57%	6.33%	26	17	19
Hispanic/Latino	78.30%	82.62%	82.67%	285	252	248
Pacific Islander	0.82%	%	0%	3		0
White	1.92%	0.98%	1.33%	7	3	4
Multiple/No Response	%	%	0%			0
			Total Enrollment	364	305	300

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	71	41	71
Grade 1	45	46	35
Grade 2	61	50	46
Grade3	40	58	44
Grade 4	73	45	56
Grade 5	74	65	48
Total Enrollment	364	305	300

Conclusions based on this data:

1. Our largest population is our hispanic/latino sub group followed by our Asian population.
2. Our hispanic and pacific islander sub group percentages have reduced over the past three years.
3. Our smallest sub groups are African American and Asian.

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	172	134	120	47.3%	43.9%	40.0%
Fluent English Proficient (FEP)	91	90	102	25.0%	29.5%	34.0%
Reclassified Fluent English Proficient (RFEP)	65	33	36	31.4%	19.2%	26.9%

Conclusions based on this data:

1. The percent of reclassified students has increased significantly over the past three years.
2. The percent of english learners has reduced over the past three years.
3. The percent of fluent english proficient has nearly doubled since 2015/2016.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	37	61	67	37	59	67	37	59	97.1	100	96.7
Grade 4	76	66	48	73	66	46	73	66	46	96.1	100	95.8
Grade 5	70	72	63	67	72	60	67	72	59	95.7	100	95.2
All Grades	215	175	172	207	175	165	207	175	164	96.3	100	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2389.	2371.	2407.	13.43	10.81	15.25	22.39	8.11	22.03	22.39	40.54	32.20	41.79	40.54	30.51
Grade 4	2444.	2429.	2412.	15.07	16.67	17.39	28.77	21.21	15.22	16.44	13.64	17.39	39.73	48.48	50.00
Grade 5	2477.	2489.	2448.	11.94	22.22	10.17	29.85	34.72	15.25	23.88	11.11	25.42	34.33	31.94	49.15
All Grades	N/A	N/A	N/A	13.53	17.71	14.02	27.05	24.00	17.68	20.77	18.29	25.61	38.65	40.00	42.68

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	14.93	10.81	13.79	43.28	48.65	55.17	41.79	40.54	31.03
Grade 4	13.70	9.09	10.87	45.21	45.45	45.65	41.10	45.45	43.48
Grade 5	13.43	26.39	10.17	47.76	40.28	44.07	38.81	33.33	45.76
All Grades	14.01	16.57	11.66	45.41	44.00	48.47	40.58	39.43	39.88

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	13.43	8.11	8.62	44.78	40.54	55.17	41.79	51.35	36.21
Grade 4	16.44	9.09	19.57	54.79	46.97	34.78	28.77	43.94	45.65
Grade 5	25.37	26.39	15.25	47.76	38.89	42.37	26.87	34.72	42.37
All Grades	18.36	16.00	14.11	49.28	42.29	44.79	32.37	41.71	41.10

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	10.45	2.70	18.97	64.18	64.86	67.24	25.37	32.43	13.79
Grade 4	10.96	12.12	10.87	56.16	71.21	54.35	32.88	16.67	34.78
Grade 5	7.46	16.67	5.08	65.67	56.94	52.54	26.87	26.39	42.37
All Grades	9.66	12.00	11.66	61.84	64.00	58.28	28.50	24.00	30.06

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	20.90	8.11	24.14	43.28	56.76	55.17	35.82	35.14	20.69
Grade 4	24.66	22.73	15.22	47.95	46.97	43.48	27.40	30.30	41.30
Grade 5	17.91	31.94	11.86	58.21	45.83	44.07	23.88	22.22	44.07
All Grades	21.26	23.43	17.18	49.76	48.57	47.85	28.99	28.00	34.97

Conclusions based on this data:

1. Listening is our strongest area with 76% of students near/at/above standard.
2. Writing is still an area that we need to focus our efforts on since 41.71% of students scored below standard.
3. 73.19% of students have nearly met/met and have reached above standard in the area of research/inquiry.

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	68	38	61	67	37	60	67	37	60	98.5	97.4	98.4
Grade 4	76	66	48	76	66	48	76	66	48	100	100	100
Grade 5	71	72	63	71	72	63	71	72	63	100	100	100
All Grades	215	176	172	214	175	171	214	175	171	99.5	99.4	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2411.	2401.	2424.	11.94	8.11	8.33	29.85	21.62	38.33	20.90	32.43	33.33	37.31	37.84	20.00
Grade 4	2430.	2475.	2425.	9.21	27.27	10.42	15.79	22.73	12.50	35.53	22.73	37.50	39.47	27.27	39.58
Grade 5	2475.	2499.	2433.	7.04	16.67	6.35	21.13	23.61	12.70	32.39	27.78	28.57	39.44	31.94	52.38
All Grades	N/A	N/A	N/A	9.35	18.86	8.19	21.96	22.86	21.64	29.91	26.86	32.75	38.79	31.43	37.43

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	31.34	24.32	33.33	28.36	27.03	43.33	40.30	48.65	23.33
Grade 4	10.53	33.33	16.67	27.63	28.79	27.08	61.84	37.88	56.25
Grade 5	22.54	27.78	9.52	26.76	30.56	19.05	50.70	41.67	71.43
All Grades	21.03	29.14	19.88	27.57	29.14	29.82	51.40	41.71	50.29

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	14.93	8.11	23.33	52.24	48.65	53.33	32.84	43.24	23.33
Grade 4	13.16	22.73	14.58	36.84	48.48	39.58	50.00	28.79	45.83
Grade 5	8.45	18.06	6.35	46.48	40.28	38.10	45.07	41.67	55.56
All Grades	12.15	17.71	14.62	44.86	45.14	43.86	42.99	37.14	41.52

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	16.42	21.62	13.33	47.76	32.43	60.00	35.82	45.95	26.67
Grade 4	13.16	30.30	10.42	46.05	40.91	31.25	40.79	28.79	58.33
Grade 5	5.63	19.44	6.35	43.66	38.89	41.27	50.70	41.67	52.38
All Grades	11.68	24.00	9.94	45.79	38.29	45.03	42.52	37.71	45.03

Conclusions based on this data:

1. The percent of students taking and/or who have completed the math assessment decreased slightly in 2017/2018.
2. The percent of students scoring above standard in concepts and procedures is the highest of all three areas.
3. 45% of students scored at or near standard in the area of problem solving and modeling/data analysis.

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	1410.9	1428.2	1421.8	1439.4	1385.7	1401.6	51	32
Grade 1	1438.3	1435.7	1434.0	1456.0	1442.2	1414.9	23	23
Grade 2	1481.0	1481.4	1480.2	1473.1	1481.5	1489.3	16	17
Grade 3	1479.9	*	1478.2	*	1481.1	*	19	9
Grade 4	1474.5	1482.6	1471.1	1490.2	1477.5	1474.6	20	18
Grade 5	1501.3	1471.3	1494.7	1468.7	1507.5	1473.5	21	22
All Grades							150	121

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	31.37	18.75	27.45	40.63	25.49	28.13	*	12.50	51	32
1	*	0.00	*	34.78	*	47.83	*	17.39	23	23
2	*	23.53	*	35.29	*	29.41	*	11.76	16	17
3	*	*	*	*	*	*	*	*	19	*
4		16.67	*	22.22	*	27.78	*	33.33	20	18
5	*	4.55	*	18.18	*	50.00	*	27.27	21	22
All Grades	28.00	11.57	30.67	32.23	24.67	36.36	16.67	19.83	150	121

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.18	15.63	25.49	53.13	21.57	21.88	*	9.38	51	32
1	52.17	17.39	*	43.48	*	30.43	*	8.70	23	23
2	*	35.29	*	29.41	*	29.41	*	5.88	16	17
3	*	*	*	*	*	*	*	*	19	*
4	*	27.78	*	44.44	*	16.67	*	11.11	20	18
5	*	13.64	*	54.55	*	9.09	*	22.73	21	22
All Grades	40.00	20.66	31.33	45.45	14.00	20.66	14.67	13.22	150	121

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.49	9.38	*	37.50	45.10	37.50	*	15.63	51	32
1	*	0.00	*	26.09	*	30.43	*	43.48	23	23
2	*	17.65	*	29.41	*	23.53	*	29.41	16	17
3	*	*	*	*	*	*	57.89	*	19	*
4		5.56	*	16.67	60.00	16.67	*	61.11	20	18
5	*	0.00	*	4.55	*	40.91	*	54.55	21	22
All Grades	22.67	5.79	17.33	25.62	32.00	31.40	28.00	37.19	150	121

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.94	18.75	37.25	71.88	*	9.38	51	32
1	60.87	39.13	*	52.17	*	8.70	23	23
2	*	29.41	*	47.06	*	23.53	16	17
3	*	*	57.89	*	*	*	19	*
4	*	16.67	55.00	55.56	*	27.78	20	18
5	*	0.00	52.38	63.64	*	36.36	21	22
All Grades	40.67	19.01	41.33	58.68	18.00	22.31	150	121

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.45	28.13	56.86	62.50	*	9.38	51	32
1	*	4.35	52.17	91.30	*	4.35	23	23
2	*	52.94	*	35.29	*	11.76	16	17
3	*	*	*	*	*	*	19	*
4	55.00	44.44	*	44.44	*	11.11	20	18
5	66.67	77.27	*	0.00	*	22.73	21	22
All Grades	43.33	39.67	42.00	47.93	14.67	12.40	150	121

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	64.71	90.63	*	9.38	51	32
1	47.83	13.04	*	39.13	*	47.83	23	23
2	*	11.76	*	64.71	*	23.53	16	17
3		*	*	*	*	*	19	*
4		0.00	*	27.78	*	72.22	20	18
5	*	0.00	52.38	40.91	*	59.09	21	22
All Grades	20.67	4.13	48.67	56.20	30.67	39.67	150	121

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	29.41	50.00	49.02	31.25	21.57	18.75	51	32
1	*	0.00	60.87	69.57	*	30.43	23	23
2	*	29.41	68.75	35.29	*	35.29	16	17
3	*	*	*	*	*	*	19	*
4	*	16.67	75.00	50.00	*	33.33	20	18
5	*	0.00	57.14	68.18	*	31.82	21	22
All Grades	24.00	19.83	56.00	52.07	20.00	28.10	150	121

Conclusions based on this data:

1. During the 2017/2018 school year, 150 students were tested.
2. Our largest population of English Learners are in kindergarten which means that students are redesignated as they move through the grade levels.
3. The largest language proficiency level is a level 3.

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**
305	**85.9**	**43.9**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	134	43.9
Foster Youth	2	0.7
Socioeconomically Disadvantaged	262	85.9
Students with Disabilities	39	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.3
American Indian	2	0.7
Asian	26	8.5
Filipino	17	5.6
Hispanic	252	82.6
Two or More Races	1	0.3
White	3	1.0

Conclusions based on this data:

1. A significant number of our students are classified as socioeconomically disadvantaged (85.2%).
2. The largest racial student subgroup is Hispanic (78.3%).
3. 47.3% of our students are English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. According to the dashboard, Ryan performed in the second highest ranking in the area of math.
2. According to the dashboard, Ryan performed in the yellow (3rd highest ranking) in the area of chronic absenteeism.
3. According to the dashboard, Ryan will address the suspension rate since this is one of our lowest performing areas.

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	3	0	0	0

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

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
43.8 points below standard	55.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.9 points	Declined Significantly -24.3 points	2
157	107	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	50.1 points below standard	125.5 points below standard
	Declined Significantly -15.4 points	Increased Significantly ++30.1 points
	139	26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
2	1	Declined Significantly -54.2 points	8
		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
55.2 points below standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.5 points			2
127			

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**
126.3 points below standard	15.9 points below standard	34 points below standard
Maintained ++1.9 points	Declined Significantly -40.2 points	Increased ++7.1 points
38	69	42

Conclusions based on this data:

1. According to the dashboard, the data maintained in several areas including overall student growth, english learner performance, and socioeconomically disadvantaged students.
2. Based on the 2018 data, Hispanic students declined by 9.4 points while Asian students increased by 44.4 points.
3. There was not performance data for some subgroups due to a smaller population of less than 11 students at our school.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
47.8 points below standard	52.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -28.2 points	Declined Significantly -33.6 points	2
156	106	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	No Performance Color
	51.5 points below standard	123.3 points below standard
	Declined Significantly -30.1 points	Increased ++3.8 points
	138	26

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	24.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2	1	Declined Significantly -50.6 points	8
		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange			No Performance Color
63.4 points below standard			Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -23.7 points			2
126			

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**
121.4 points below standard	14.9 points below standard	48.2 points below standard
Declined -13.5 points	Declined Significantly -47.1 points	Declined -14.3 points
37	69	42

Conclusions based on this data:

1. Based on the data there was significant growth in all subgroups.
2. Socioeconomically disadvantaged increased 28.5 points which was the greatest increase.
3. We are in either the yellow or green range in all areas.

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
37.7 making progress towards English language proficiency
Number of EL Students: 77
Performance Level: Low

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
18	30	0	29

Conclusions based on this data:

1. According to the ELPAC assessment, 58.7% of students scored in the moderately and well developed areas.
2. The majority of students are in the level 3 range which is moderately developed.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1.

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	2	2	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	Yellow	No Performance Color
11.8	10.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.2	Declined -2.1	5
347	159	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	12.3	18.9
3	Increased +1.2	Declined -2.4
	301	53

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.9	15
5	3	Increased +4.1	Increased +11
		29	20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
12.3	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 +0.6	1	0	4
285			

Conclusions based on this data:

1. Students with disabilities increased significantly placing Ryan in the "red" dashboard color.
2. Overall, our chronic absenteeism percentage decreased 2.3% placing Ryan in the "yellow"

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
1	1	1	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
2.2	2.4	Less than 11 Students - Data Not
Declined -0.7	Increased +0.4	5
359	164	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
Less than 11 Students - Data Not	2.6	10.9
5	Declined -0.8	Increased +2
	310	55

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 6	Less than 11 Students - Data 3	0 Maintained 0 29	0 Maintained 0 20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
2.7 Maintained -0.1 293	Less than 11 Students - Data 2	Less than 11 Students - Data 2	Less than 11 Students - Data 4

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3	2.2

Conclusions based on this data:

1. The number of students who are suspended each year has increased from 2016 to 2018.
2. 9% of students with disabilities have been suspended at least once.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

Strengthen students' literacy skills by targeting the development of writing skills across all content areas.

By the end of the year, we expect that teachers will explicitly teach the three areas of writing increasing the number of students who perform at grade level on SBAC from 14% to 59% (currently 45% of students have nearly met standard) on the writing claim. By the end of the year, we will reduce the students who have not met standard from 41% to 20%. Throughout the year we will create a space to meet as a grade level to participate in professional development and engage in data analysis.

Identified Need

Students: If students have structured opportunities to practice the three types of writing, they will be able to develop stronger writing pieces independently which include the elements of each type of writing. If students have time during their writing center, they will be able to edit and/or revise their work on a daily basis. If students are aware of their stage in the writing process, they they will be able to refer back to their work during centers.
Teachers: If we strengthen the benchmark writing program and/or supplement the program to support the needs of all learners, then our students will be able to write narratives, write to inform, and write arguments. If we track how students are performing in writing as a school, we will have a better sense of the strengths and opportunities our students have.
Administrator: If we provide professional development on the grade level and foundational writing standards, then our teachers will develop a stronger understanding of grade level expectations. If we analyze student work on a monthly basis, teachers will be able to adjust their practice based on students' needs and strengths. If I give flexibility to my staff to supplement the benchmark writing program with Step Up to Writing, then we will be able to align our practices across the school to support students. If I constantly listen to my staff's feedback then I will be able to create PD around their needs and interests. With the support of the ILT, we will establish and share systems for PD, GLC, and data analysis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Writing Claim	45% of students have nearly met standard	59% of students met standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ryan STEAM Academy will provide:
Professional development in the area of writing instruction is provided by the principal and .5 resource teacher. The resource teacher will also support with monitoring and analyzing student work during our monthly data analysis portion. The resource teacher will support in modeling lessons as requested by teachers or release teachers to visit other classrooms.

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)
40714	Title I 1000-1999: Certificated Personnel Salaries
9780	Title I 3000-3999: Benefits

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

A supplemental writing program (Step Up to Writing) is provided to all students. The program scaffolds the writing instruction and includes the three types of writing. Materials will be provided such as highlighters, colored paper, 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)

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

Opportunities for students to receive additional support in the little heroes program, city year, and/or after school interventions

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)
16000	Title I 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Contract
2000	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Contract

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extended Duty will be offered for teachers to teach interventions and/or enrichment opportunities

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)
374	Title I 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

At least 2 full day release days to map out writing instruction per grade level. Substitutes will be provided.

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

Amount(s) Source(s)

Strategy/Activity 6

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

All Students

Strategy/Activity

Technology including google classroom and seesaw will be aligned to our writing focus. Replacement bulbs, projectors, copiers & maintenance charges etc will be provided as needed.

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)
5500	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

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

All Students

Strategy/Activity

Teachers are encouraged to continue their professional learning by attending conferences

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)
328	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conferences

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ILT will meet monthly during our committee time and as needed to plan PD for the staff and calendar out PD. ILT may also meet after school to plan scope of work for writing program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extended Duty
220	LCFF Supplemental/Concentration 3000-3999: Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student achievement will be recognized throughout the year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
440	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Awards and incentives

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will be allocated a stipend for supplemental instructional materials that go above and beyond the curriculum offered.

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)
2800.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Supplemental Materials ($200.00/teacher)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have access to earbuds to use with our programs and during state testing.

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)
400	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

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

40% of our English Language Learners will be reclassified during the 2020/2021 school year

Identified Need

Although our English Learners scored at a level green in ELA and have made significant progress, their performance in math is in the orange range on the California dashboard.

Based on the 2017/2018 ELPAC Summative overall data:

- 28% scored at level 4
- 30.67% scored at level 3
- 24.67% scored at level 2
- 16.67% scored at level 1

Students need to demonstrate proficiency based on four criteria in order to be reclassified;

1. Local assessment: no less than 1 grade level below on reading iready exam; 3 or higher on the ELA CAASPP

2. State assessment (ELPAC): 3+ overall, and 2+ in all of the four categories (reading, listening, speaking, writing)

3. Teacher recommendation

4. Parent approval

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reclassified each year	The reclassification rate has been on average 40% each year for the past 2 years.	The reclassification rate will be 40% this year.

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

Strategy/Activity 1

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

English Learners

Strategy/Activity

Students will be grouped according to level in grades TK-5 during the 30 minute ELD block.

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

Amount(s) Source(s)

Strategy/Activity 2

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

English Learners

Strategy/Activity

Opportunities for enrichment and intervention may be provided before and/or after school

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

Amount(s) Source(s)

Strategy/Activity 3

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

English Learners

Strategy/Activity

Teachers will scaffold the content to support English Learners including scaffolds, hands-on activities, graphic organizers, sentence stems, etc. Materials that support language development can be requested by staff as needed. Teachers will use supplemental resources to assist students in achieving English proficiency (Imagine Learning - district funded, leveled books, computer programs, audio recording devices)

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

Amount(s) Source(s)

Strategy/Activity 4

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

English Learners

Strategy/Activity

A teacher will be a liaison between the school and families to monitor progress and schedule check in meetings with LTELs. The teacher will also ensure that all required paperwork is sent home and filed in CUME folders. The teacher will be provided with extended duty to meet with the principal outside of contractual hours to review information from monthly Title III 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)

Strategy/Activity 5

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

English Learners

Strategy/Activity

School staff will use and monitor state assessments to determine strengths and opportunities 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)

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.

Last year our school was effective meeting the needs of our english learners by reclassifying 40% of our ELs. Teachers scaffolded the content to meet the needs of their students while also offering after school intervention.

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

All funds were from title 3 which was a centralized account.

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.

This year there will be an English Learner liaison who will receive a stipend for planning ELPAC assessments, incentive plan, and ongoing communication with families.

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

Implement restorative practices and mindfulness activities that will positively influence school culture.

Identified Need

The dashboard indicates that, as a school, 10.6% of all students are chronically absent. The dashboard also indicated that 21.3% of students with disabilities were chronically absent. The referral rate during the 2018/2019 school year was very high with the majority of the referrals found in SPED and 5th grade. The average referral rate averaged to 10 incidents per week. There is also a need for finding alternatives to suspending students out of the school wince our suspension rate was 3% last year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Rate	The average monthly attendance rate was 96%	Increase attendance rate to an average of 97% per month
Weekly referral rate	During the 2018/2019 school year, there were on average 10 referrals to the office per week.	Reduce referral rate by 50%
Suspension Rate	3% of all students have been suspended at least once	Reduce suspension rate by 50%

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

Incentives will be provided for students who follow our three school rules and who are here on 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)
400.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Mentor Program

Strategy/Activity

Students who have received three referrals will participate in a mentor program involving a check in / check out system; teachers will be paid a stipend to be a mentor for the year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries
5000.00	ATSI 1000-1999: Certificated Personnel Salaries

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

Our school will provide resources to parents including counseling resources, workshops on anti-bullying, food pantry, attendance resources, 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Mindfulness lessons will be provided to students in all grade levels including breathing exercises, problem solving, restorative circles, 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)

Strategy/Activity 5

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

At-risk students

Strategy/Activity

Our community liaison will work with "at-risk" students who have an attendance rate of less than 95%. Our community liaison will complete home visits when there is an unverified absence.

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

Amount(s) Source(s)

Strategy/Activity 6

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

All Students

Strategy/Activity

Wednesday meditation will be offered as well as alternatives to suspension including a parent pick up, parent sitting in the classroom, student placed in another classroom, loss of recess, 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)

Strategy/Activity 7

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

All Students

Strategy/Activity

Our vision for student success will be shared at coffees, SSC, and workshops.

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

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

Goal 4

Engage stakeholders to strengthen our school culture and academic program

Identified Need

Our panorama data indicated that:

- 98% of parents thought the rules are fair, consequences are clearly established, and rules are evident.
- 75% of students feel safe at school
- 96% of students feel a sense of belonging which was a 9% growth from the previous year.
- 100% of students feel that school staff is helpful and that staff treats them with respect.
- 58% of students complimented another student within the past 30 days

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Ed Surveys	96% of students feel a sense of belonging	100% of students feel a sense of belonging

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

Parents will track hours in log. A survey will be provided to all families regarding their interest in various workshops and events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extracurricular activities will be offered including an art class for TK-2nd grade, after school academies, after school sports, and the audacity program for all grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000.00	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Arts 4 Schools

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

Parent leadership opportunities will be provided through DELAC, DAC, SSC, etc. Parents will also be encouraged to participate in ongoing workshops, our walking parent field trip, events, 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Recognize parent volunteers during district jubilee event and end of year parent breakfast. Incentives will be provided which may include t-shirts, lanyards, 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)

Strategy/Activity 5

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

All Students

Strategy/Activity

The resource teacher will lead extracurricular activities including robot classes, "spy kit" classes, and holiday art classes. The resource teacher will lead make and take parent workshops on ELA and math standard.

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)
850	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 6

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

All Students

Strategy/Activity

The families will have a parent engagement center where they can access the internet, community resources, and participate in various workshops

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)

400.00	Title I 4000-4999: Books And Supplies

Strategy/Activity 7

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

All Students

Strategy/Activity

Monthly enrollment and outreach events will be offered to incoming families beginning in December. Incentives are provided to students as well as a parent orientation 2x a year.

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

Amount(s)	Source(s)
490.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 8

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

All Students

Strategy/Activity

Printed materials will be provided to incoming families and current families regarding events, newsletters, summer school offerings, progress reports, 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)

Strategy/Activity 9

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

All Students

Strategy/Activity

Supplemental materials will be provided for STEAM

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 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	$70,705.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$91,496.00

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	$73,096.00

Subtotal of additional federal funds included for this school: $73,096.00

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 ($)
ATSI	$5,000.00
LCFF Supplemental/Concentration	$13,400.00

Subtotal of state or local funds included for this school: $18,400.00

Total of federal, state, and/or local funds for this school: $91,496.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	73096	0.00
LCFF Supplemental/Concentration	13400	0.00
ATSI	5,000	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Raquel Katz	Principal
Bob Castognia	Classroom Teacher
Anita Ghosh	Classroom Teacher
Silvia Verduzco	Parent or Community Member
Luz Vasquez	Other School Staff
Arturo Vega	Classroom Teacher
Andrea Sumano	Parent or Community Member
Vanessa Rios	Parent or Community Member
Sharon Chen	Parent or Community Member
Natalie Abal	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/20.

Attested:

Principal, Raquel Katz on 5/20/20

SSC Chairperson, Natalie Abal on 5/20/20

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

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ryan STEAM Academy	43693696046320	May 20, 2020	June 11, 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).

Ryan STEAM Academy uses formal and informal ways of assessing students, parents, and teachers. One way of assessing student and teachers at Ryan is through surveys and discussions. Additionally, we consistently use google forms to get teacher feedback regarding professional development, interests, and next steps. Feedback from our monthly Principal Coffees, the panoramic survey, and School Site Council allow us to measure how our school is running from the community's perspective and ways to make change. Surveys and discussions allow us to integrate all stakeholders in the education of all our students.

Parents reported that they are interested in attending workshops on the following topics:
1. Art Classes
2. Science Fair Workshops
3. Parenting classes
4. Parent and Me classes for students who are 4 and under

Teachers reported that they are interested in attending workshops on the following topics:
1. Social-emotional learning
2. STEAM
3. Writing

Classroom Observations

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

Ryan STEAM Academy uses a variety of formal and informal classroom observations during the school year to assess classroom instruction and student learning. The principal conducts two formal observations each year to provide feedback to teachers to improve classroom instruction which enhances student engagement and achievement. The principal conducts weekly walkthroughs with a focus on guided reading, STEAM, and writing instruction which are our big focus areas for this school year. The principal, principal's supervisor and district representatives conduct walkthroughs to provide feedback to teachers as well as the principal. Feedback is currently based on Common Core standards and instruction as well as the strength of integrated and designated ELD instruction. Formal and informal observations are followed up with feedback to the teacher, grade level, school, etc, to improve teaching and learning. Teachers are choose to visit other classrooms within our school based on interest. During the 2018/2019 school year, for example, teachers visited two classroom during their small group centers. 100% of staff shared that they would like to continue to visit additional classrooms in the future and that it was an overall positive experience with many takeaways.

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)

Our site uses the following assessments to monitor student progress:

- Smarter Balanced Assessment (3rd-5th only)
- iReady (ELA and Math) benchmarks
- Envision Unit Assessments and Quizzes
- Benchmark Unit Assessments

* Writing assessments

- Language Live and Read Well Assessments (SPED)
- Level Screeners (All)
- ELPAC (English Learners)

Our staff at Ryan STEAM Academy has adopted a data-driven cycle of inquiry approach to school improvement that impacts the curriculum, instruction, assessments, and student achievement. Every year, our school establishes a focus area aligned to an area of need. This year we used our SBAC data to determine the writing focus. As a school we track data and student growth by using writing samples from students. Teachers use this data to inform and drive their lessons and classroom instruction. The data also helps determine the types of additional support and intervention students need in order to achieve the state standards.

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

The use of data at Ryan STEAM Academy is embedded during our staff meetings. Our focus this year is on writing instruction, and, as a school, have a committed to bringing back writing samples to staff meetings 1x per month to analyze student progress, strengths, and opportunities. Teachers also give a pre and a post assessment in writing at the beginning and end of each unit. Data is tracked in the classroom as well as in our teacher collaboration room. As a school, we use data to refine our own teaching practices while also meeting with teams across grade levels. Teachers also use iReady and level screeners to monitor comprehension and fluency in reading. Interim SBAC assessments are given to our 3rd-5th grade students throughout the year to monitor standards mastery.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Status of meeting requirements for highly qualified staff (ESEA)
Status of meeting the requirement of "HIGHLY QUALIFIED" staff

Thomas P. Ryan has 17 teachers on staff including the various Special Education Teachers
16/17 teachers at Ryan have the full credential needed to perform in that position. One teacher is currently enrolled in the teaching credential program. During the first two years, a teacher also receives a BTSA mentor who works closely with the teacher to set goals and perform classroom observations.

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

Ryan STEAM Academy staff is composed of 17 teachers who are fully credentialed and 1 who is currently enrolled in either an Intern Program. All staff have been trained on the common core standards as well as text complexity, writing from sources, and text dependent question common core shifts. Further professional development is offered at the school site on data to inform instruction, ELD, as well as constructing meaning. All teachers have access to district training such as "Envision", "Benchmark", and "Read Well". Our TK and constructing meaning teams attend professional development at the district's professional learning community. The principal and the resource teacher attend monthly instructional leader professional learning communities through the IL PLC.

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

- A fully implemented Instructional Leadership Team meets monthly to review monthly goals and provide input on our instructional PD, theory of change, and our assessment calendar. All members create the theory of change together which is reviewed throughout the year with our teachers. This year, our school is focusing on writing instruction .
- All teachers are participating in grade level collaborations this year.
- New eligible teachers will participate in BTSA, with activities that focus on the use of standards-based reading materials.
- Teachers will be encouraged to participate in new and advanced training, which has a heavy emphasis on common core standards-based materials.
- The school administrator will continue to participate in updated training in areas of the curriculum.
- All teachers will participate in school and district-sponsored grade-level meetings, which focus on standards-based adopted instructional programs.
- Teachers will receive continuous training in technology to support our Promethean Boards and LCD Projectors to increase engagement and support for all students.
- Teachers will receive continuous training in collecting and analyzing data. All teachers will be able to access data through illuminate and various sites such as the California Department of Education (CDE) to drive instruction and provide differentiated instruction to increase academic achievement for all students.
- All teachers will understand the Curriculum Walkthrough Process and will use walkthrough data to strengthen their practice to meet the needs of all students.
- All teachers will receive differentiated PD based on interest/need as well as guided reading PD during grade level collaboration.
- Staff meetings are dedicated to writing instruction.

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

Teachers also have ongoing professional development opportunities both at the site and district level. They benefit from the ongoing professional development provided by the resource teacher and principal during staff meetings, GLCs, and optional Thursday PD. Teachers participate in grade level collaboration 1x per month and cross grade level collaboration during staff meetings. Teachers are released to visit classrooms to view best practices.

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

Classroom visits with immediate feedback are an effective way to measure Ryan's current state as well as strengths and areas for growth. Walkthroughs provide the necessary data to provide feedback and support through professional development and grade level collaboration release days. This has been confirmed by weekly debriefing of the ILT Team, staff comments/surveys, increased student interaction, and positive changes in classroom environment. Teachers engage in weekly grade level collaboration to focus on the ROCI process as well as plan for Common Core instruction and opportunities. Our TK teacher attends collaborations at the district along with other TK teachers from other sites. Our TK teacher also serves as a facilitator and planner of the TK PLC. Teachers meet as a grade level twice a month to plan for guided reading lessons, review student progress, and engage in professional learning. Teachers also engage in STEAM planning twice a semester to prep materials, backwards plan the content, and plan lessons. Release days are provided by subs so that teachers can have full day releases 2x a year.

Teaching and Learning

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

Ryan STEAM Academy has aligned curriculum, instruction, and materials to content and performance standards through the following practices:

- All new eligible teachers will participate in BTSA and Intern Programs, which focus on standards. Newly credentialed teachers will be offered the opportunity to participate in a new teacher induction program.
- The school principal will continue to receive training on standards and how to coach, supervise, and evaluate teachers.
- School-site evaluations will stress student mastery of Common Core standards-based content.
- Teacher recruitment, hiring, and evaluation will focus on meeting the new Common Core State Standards criteria.
- All textbooks and supplemental materials align with the standards. This year the teachers have opted to supplement the Benchmark writing program with Step Up to Writing which is a more guided curriculum.
- All grades will have 30 minutes of ELD instruction daily which will be embedded in small group intervention.
- Grades 1-3 have a minimum of 2.5 hours of language arts standards-based instruction plus 30 minutes of ELD.
- Grades 4-5 have a minimum of 2 hours of language arts standards-based instruction plus 30 minutes of ELD.
- Teachers will triangulate data (weekly assessments, unit assessments, skills assessments) to match the Common Core State Standards for Students to insure all students meet or exceed standards.

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

- Kinder students receive 90 minutes of Language Arts instruction (30 minutes of intensive ELA differentiation) and 30 minutes of Mathematics plus 15-30 minutes of intense intervention instruction per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- First through third grades receive 150 minutes of language Arts (30 minutes of intensive ELA differentiation) and 60 minutes of Mathematics instruction plus 15-30 minutes of intensive intervention per day as evidenced by classroom visits, lesson plans and scheduled instructional minutes.
- Fourth through fifth grades receive 150 minutes of Language Arts (30 minutes of intensive ELA differentiation) and 75 minutes of Mathematics instruction plus 15-30 minutes of intense intervention instruction per day in a math workshop model

* Teachers will use iReady as an intervention tool in both ELA and math and group students based on level screener during small group instruction.

* City Year, one of our school partners, also provides small group tier 1 and tier 2 support.

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

Teachers create local pacing guides (scope and sequence), which are reviewed annually and modified when necessary. Teachers differentiate during instructional time. Classroom teachers provide intensive support during the instructional day through small group instruction and guided reading. Teachers differentiate the lessons to meet the needs of all student levels in the classroom. City Year, our full day support provider, provides tier 1 and 2 support for students. City Year also services nearly 100 students in grades 1st-5th in their expanded learning program. Think Together also provides support with reading and math foundational skills during their after school program.

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

- The school district adopted academic materials from the state-adopted list (K-8) aligned with the standards.
- Student work samples (close reads, writing samples, performance tasks) are used to assess alignment with content standards.
- Curriculum mapping is being implemented to assess instructional alignment with standards.
- Teacher lesson plans reference the standards being taught.
- A resource teacher works with all staff to ensure full implementation of standards-aligned programs.
- Standards-based assessments are utilized at the school site.
- Teachers regularly examine student data and student work samples at grade-level meetings to ensure that students are mastering grade-level standards. Student work samples are posted on the data wall to monitor progress over time.
- Staff development is provided in research-based practices
- Consumables are provided to implement standards-based instructional programs
- State adopted ELD materials are used in K-5

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

Language Arts: Benchmark
K-5 ELD: Benchmark ELD component and Imagine Learning
Mathematics: K-5 Envision Math
History/Social Science: Scott Foresman
Science: Standards-aligned STEAM program and science A-Z (NGSS aligned)
iReady K-5 (assessments only)
Step Up to Writing supplemental materials

Opportunity and Equal Educational Access

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

City Year works with students at the tier 1 and tier 2 level during the school day

City Year works with 3-5th grade students who score in the intensive and strategic range during the school day (tier 2)

All teachers provide a 30 minute ELD block for students who have not met the speaking and listening standards.

All teachers work with small groups 4x per week for 30 minutes each

All teachers supplement the writing program with Step Up to Writing which is scaffolded to meet the needs of all learners

Evidence-based educational practices to raise student achievement

Ryan STEAM Academy provides the following regular program services to enable under-performing students meet standards:

- Teachers receive training in differentiated instructional strategies
- The resource teacher will serve as a resource to classroom teachers to provide best practices and teaching strategies that best meet the needs of all students scoring below proficient to advanced.
- The gradual release model is used in every classroom every day, to allow time for teachers to work with individuals or small groups of students on targeted areas of need.
- Teachers closely monitor ongoing assessments in order to identify the particular needs of each student.
- Teachers meet regularly as grade level teams to identify target students using the ROCI process
- Grade levels or individual teachers meet regularly with the principal, resource teacher, BTSA providers, or any other mentors to discuss the varied needs of students in each class. Strategies are discussed on how to best meet the needs of students with different needs.
- Teachers choose students to participate in strategic interventions based on student need (various data).
- Staff meetings are dedicated to using our supplemental program (Step up to writing)
- Professional Development in the state adopted ELA and Math curriculums are provided through the district

Parental Engagement

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

Ryan STEAM Academy provides the following family, school, district, and community resources to assist these students:

- Monthly Principal's Coffees offer parents an opportunity to come together to receive information regarding the school (old and new business), receive trainings on technology and instructional strategies, and allow the parents a voice to share ideas and suggestions to make Ryan a better place for all stakeholders.
- A Student Success Team (SST) addresses the academic and behavioral needs of students and provides the teacher and parents with strategies to assist the student.
- A monthly newsletter as well as a regularly updated website offers events and updates to support parents and students
- A Health Aide is in place to address the health needs of the families.
- The resource teacher and community liaison provide hands-on workshops to the families
- The parents are provided opportunities to attend a district parent university on a variety of topics
- The staff provides workshops for parents on building literacy, science and math skills at home.
- All parents of students who are at risk of not meeting grade level standards are given a letter during the first progress mark. Teacher's conference with these parents to provide support so all students have the opportunity to succeed.

* A community liaison works directly with our families to serve as a liaison between the school and families.

* A family resource room is available to all families during the school day to access the internet, participate in various workshops, etc. There are specific agreements for accessing the parent resource room.

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)

All stakeholders are involved in the decision making process at Ryan STEAM Academy, including, but not limited to, School Site Council, English Language Advisory Committee, Staff, Instructional Leadership Team, PLC's. All stakeholders are involved developing the school plan including the budget by providing feedback through our LCAP forums. All stakeholders are involved in the process and are encouraged to be part of the team that ultimately creates, reviews, and accepts the current year school plan.

Funding

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

Ryan STEAM Academy provides the following categorically funded services to enable under-performing students meet standards:

- The Principal, Resource Teacher, and classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goal (based on length of time in the district's language program). Our goal is to see that all students make one year of language gains yearly.
- Effective implementation of Intervention at Ryan STEAM Academy has focused on the needs of at-risk students.
- Funds are used to help fund the instructional coach who focuses on working with teachers to support all students
- Teachers are given the option to provide after/before school intervention programs provides tutoring and academic support opportunities for students.
- Title III funds are allocated to provide services for English Learners such as interventions, parent conferences, materials/resources, etc.

Teachers are also allocated funds to provide supplemental materials in the students they serve. Supplemental materials enhance the current curriculum provided.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Throughout the year, the school gathers input from key stakeholder groups (i.e. students, parents, staff). Our SPSA is reviewed on a yearly basis with our school site council to determine the effectiveness of our school goals and allocation of funds. Data connected to our school goals is reviewed by staff, parents, and school site council.

Resource Inequities

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

A needs assessment was established with our staff and families to determine resource inequities. Based on the needs assessment, the data revealed that, as a school, we will focus our efforts on writing. Our team decided that we will supplement the Benchmark curriculum with Step Up to Writing which provides more scaffolds and structures for students. During distance learning, our teachers have attended professional development on online platforms and have participated in learning opportunities such as optional PD and cohort meetings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.66%	1%		2	3
African American	1.92%	1.31%	0.67%	7	4	2
Asian	9.34%	8.52%	8%	34	26	24
Filipino	7.14%	5.57%	6.33%	26	17	19
Hispanic/Latino	78.30%	82.62%	82.67%	285	252	248
Pacific Islander	0.82%	%	0%	3		0
White	1.92%	0.98%	1.33%	7	3	4
Multiple/No Response	%	%	0%			0
			Total Enrollment	364	305	300

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	71	41	71
Grade 1	45	46	35
Grade 2	61	50	46
Grade3	40	58	44
Grade 4	73	45	56
Grade 5	74	65	48
Total Enrollment	364	305	300

Conclusions based on this data:

1. Our largest population is our hispanic/latino sub group followed by our Asian population.
2. Our hispanic and pacific islander sub group percentages have reduced over the past three years.
3. Our smallest sub groups are African American and Asian.

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	172	134	120	47.3%	43.9%	40.0%
Fluent English Proficient (FEP)	91	90	102	25.0%	29.5%	34.0%
Reclassified Fluent English Proficient (RFEP)	65	33	36	31.4%	19.2%	26.9%

Conclusions based on this data:

1. The percent of reclassified students has increased significantly over the past three years.
2. The percent of english learners has reduced over the past three years.
3. The percent of fluent english proficient has nearly doubled since 2015/2016.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	37	61	67	37	59	67	37	59	97.1	100	96.7
Grade 4	76	66	48	73	66	46	73	66	46	96.1	100	95.8
Grade 5	70	72	63	67	72	60	67	72	59	95.7	100	95.2
All Grades	215	175	172	207	175	165	207	175	164	96.3	100	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2389.	2371.	2407.	13.43	10.81	15.25	22.39	8.11	22.03	22.39	40.54	32.20	41.79	40.54	30.51
Grade 4	2444.	2429.	2412.	15.07	16.67	17.39	28.77	21.21	15.22	16.44	13.64	17.39	39.73	48.48	50.00
Grade 5	2477.	2489.	2448.	11.94	22.22	10.17	29.85	34.72	15.25	23.88	11.11	25.42	34.33	31.94	49.15
All Grades	N/A	N/A	N/A	13.53	17.71	14.02	27.05	24.00	17.68	20.77	18.29	25.61	38.65	40.00	42.68

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	14.93	10.81	13.79	43.28	48.65	55.17	41.79	40.54	31.03
Grade 4	13.70	9.09	10.87	45.21	45.45	45.65	41.10	45.45	43.48
Grade 5	13.43	26.39	10.17	47.76	40.28	44.07	38.81	33.33	45.76
All Grades	14.01	16.57	11.66	45.41	44.00	48.47	40.58	39.43	39.88

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	13.43	8.11	8.62	44.78	40.54	55.17	41.79	51.35	36.21
Grade 4	16.44	9.09	19.57	54.79	46.97	34.78	28.77	43.94	45.65
Grade 5	25.37	26.39	15.25	47.76	38.89	42.37	26.87	34.72	42.37
All Grades	18.36	16.00	14.11	49.28	42.29	44.79	32.37	41.71	41.10

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	10.45	2.70	18.97	64.18	64.86	67.24	25.37	32.43	13.79
Grade 4	10.96	12.12	10.87	56.16	71.21	54.35	32.88	16.67	34.78
Grade 5	7.46	16.67	5.08	65.67	56.94	52.54	26.87	26.39	42.37
All Grades	9.66	12.00	11.66	61.84	64.00	58.28	28.50	24.00	30.06

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	20.90	8.11	24.14	43.28	56.76	55.17	35.82	35.14	20.69
Grade 4	24.66	22.73	15.22	47.95	46.97	43.48	27.40	30.30	41.30
Grade 5	17.91	31.94	11.86	58.21	45.83	44.07	23.88	22.22	44.07
All Grades	21.26	23.43	17.18	49.76	48.57	47.85	28.99	28.00	34.97

Conclusions based on this data:

1. Listening is our strongest area with 76% of students near/at/above standard.
2. Writing is still an area that we need to focus our efforts on since 41.71% of students scored below standard.
3. 73.19% of students have nearly met/met and have reached above standard in the area of research/inquiry.

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	68	38	61	67	37	60	67	37	60	98.5	97.4	98.4
Grade 4	76	66	48	76	66	48	76	66	48	100	100	100
Grade 5	71	72	63	71	72	63	71	72	63	100	100	100
All Grades	215	176	172	214	175	171	214	175	171	99.5	99.4	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2411.	2401.	2424.	11.94	8.11	8.33	29.85	21.62	38.33	20.90	32.43	33.33	37.31	37.84	20.00
Grade 4	2430.	2475.	2425.	9.21	27.27	10.42	15.79	22.73	12.50	35.53	22.73	37.50	39.47	27.27	39.58
Grade 5	2475.	2499.	2433.	7.04	16.67	6.35	21.13	23.61	12.70	32.39	27.78	28.57	39.44	31.94	52.38
All Grades	N/A	N/A	N/A	9.35	18.86	8.19	21.96	22.86	21.64	29.91	26.86	32.75	38.79	31.43	37.43

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	31.34	24.32	33.33	28.36	27.03	43.33	40.30	48.65	23.33
Grade 4	10.53	33.33	16.67	27.63	28.79	27.08	61.84	37.88	56.25
Grade 5	22.54	27.78	9.52	26.76	30.56	19.05	50.70	41.67	71.43
All Grades	21.03	29.14	19.88	27.57	29.14	29.82	51.40	41.71	50.29

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	14.93	8.11	23.33	52.24	48.65	53.33	32.84	43.24	23.33
Grade 4	13.16	22.73	14.58	36.84	48.48	39.58	50.00	28.79	45.83
Grade 5	8.45	18.06	6.35	46.48	40.28	38.10	45.07	41.67	55.56
All Grades	12.15	17.71	14.62	44.86	45.14	43.86	42.99	37.14	41.52

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	16.42	21.62	13.33	47.76	32.43	60.00	35.82	45.95	26.67
Grade 4	13.16	30.30	10.42	46.05	40.91	31.25	40.79	28.79	58.33
Grade 5	5.63	19.44	6.35	43.66	38.89	41.27	50.70	41.67	52.38
All Grades	11.68	24.00	9.94	45.79	38.29	45.03	42.52	37.71	45.03

Conclusions based on this data:

1. The percent of students taking and/or who have completed the math assessment decreased slightly in 2017/2018.
2. The percent of students scoring above standard in concepts and procedures is the highest of all three areas.
3. 45% of students scored at or near standard in the area of problem solving and modeling/data analysis.

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	1410.9	1428.2	1421.8	1439.4	1385.7	1401.6	51	32
Grade 1	1438.3	1435.7	1434.0	1456.0	1442.2	1414.9	23	23
Grade 2	1481.0	1481.4	1480.2	1473.1	1481.5	1489.3	16	17
Grade 3	1479.9	*	1478.2	*	1481.1	*	19	9
Grade 4	1474.5	1482.6	1471.1	1490.2	1477.5	1474.6	20	18
Grade 5	1501.3	1471.3	1494.7	1468.7	1507.5	1473.5	21	22
All Grades							150	121

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	31.37	18.75	27.45	40.63	25.49	28.13	*	12.50	51	32
1	*	0.00	*	34.78	*	47.83	*	17.39	23	23
2	*	23.53	*	35.29	*	29.41	*	11.76	16	17
3	*	*	*	*	*	*	*	*	19	*
4		16.67	*	22.22	*	27.78	*	33.33	20	18
5	*	4.55	*	18.18	*	50.00	*	27.27	21	22
All Grades	28.00	11.57	30.67	32.23	24.67	36.36	16.67	19.83	150	121

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.18	15.63	25.49	53.13	21.57	21.88	*	9.38	51	32
1	52.17	17.39	*	43.48	*	30.43	*	8.70	23	23
2	*	35.29	*	29.41	*	29.41	*	5.88	16	17
3	*	*	*	*	*	*	*	*	19	*
4	*	27.78	*	44.44	*	16.67	*	11.11	20	18
5	*	13.64	*	54.55	*	9.09	*	22.73	21	22
All Grades	40.00	20.66	31.33	45.45	14.00	20.66	14.67	13.22	150	121

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.49	9.38	*	37.50	45.10	37.50	*	15.63	51	32
1	*	0.00	*	26.09	*	30.43	*	43.48	23	23
2	*	17.65	*	29.41	*	23.53	*	29.41	16	17
3	*	*	*	*	*	*	57.89	*	19	*
4		5.56	*	16.67	60.00	16.67	*	61.11	20	18
5	*	0.00	*	4.55	*	40.91	*	54.55	21	22
All Grades	22.67	5.79	17.33	25.62	32.00	31.40	28.00	37.19	150	121

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.94	18.75	37.25	71.88	*	9.38	51	32
1	60.87	39.13	*	52.17	*	8.70	23	23
2	*	29.41	*	47.06	*	23.53	16	17
3	*	*	57.89	*	*	*	19	*
4	*	16.67	55.00	55.56	*	27.78	20	18
5	*	0.00	52.38	63.64	*	36.36	21	22
All Grades	40.67	19.01	41.33	58.68	18.00	22.31	150	121

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.45	28.13	56.86	62.50	*	9.38	51	32
1	*	4.35	52.17	91.30	*	4.35	23	23
2	*	52.94	*	35.29	*	11.76	16	17
3	*	*	*	*	*	*	19	*
4	55.00	44.44	*	44.44	*	11.11	20	18
5	66.67	77.27	*	0.00	*	22.73	21	22
All Grades	43.33	39.67	42.00	47.93	14.67	12.40	150	121

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	64.71	90.63	*	9.38	51	32
1	47.83	13.04	*	39.13	*	47.83	23	23
2	*	11.76	*	64.71	*	23.53	16	17
3		*	*	*	*	*	19	*
4		0.00	*	27.78	*	72.22	20	18
5	*	0.00	52.38	40.91	*	59.09	21	22
All Grades	20.67	4.13	48.67	56.20	30.67	39.67	150	121

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	29.41	50.00	49.02	31.25	21.57	18.75	51	32
1	*	0.00	60.87	69.57	*	30.43	23	23
2	*	29.41	68.75	35.29	*	35.29	16	17
3	*	*	*	*	*	*	19	*
4	*	16.67	75.00	50.00	*	33.33	20	18
5	*	0.00	57.14	68.18	*	31.82	21	22
All Grades	24.00	19.83	56.00	52.07	20.00	28.10	150	121

Conclusions based on this data:

1. During the 2017/2018 school year, 150 students were tested.
2. Our largest population of English Learners are in kindergarten which means that students are redesignated as they move through the grade levels.
3. The largest language proficiency level is a level 3.

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**
305	**85.9**	**43.9**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	134	43.9
Foster Youth	2	0.7
Socioeconomically Disadvantaged	262	85.9
Students with Disabilities	39	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.3
American Indian	2	0.7
Asian	26	8.5
Filipino	17	5.6
Hispanic	252	82.6
Two or More Races	1	0.3
White	3	1.0

Conclusions based on this data:

1. A significant number of our students are classified as socioeconomically disadvantaged (85.2%).
2. The largest racial student subgroup is Hispanic (78.3%).
3. 47.3% of our students are English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. According to the dashboard, Ryan performed in the second highest ranking in the area of math.
2. According to the dashboard, Ryan performed in the yellow (3rd highest ranking) in the area of chronic absenteeism.
3. According to the dashboard, Ryan will address the suspension rate since this is one of our lowest performing areas.

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	3	0	0	0

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

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
43.8 points below standard	55.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.9 points	Declined Significantly -24.3 points	2
157	107	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	50.1 points below standard	125.5 points below standard
	Declined Significantly -15.4 points	Increased Significantly ++30.1 points
	139	26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
2	1	Declined Significantly -54.2 points	8
		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
55.2 points below standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.5 points			2
127			

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**
126.3 points below standard	15.9 points below standard	34 points below standard
Maintained ++1.9 points	Declined Significantly -40.2 points	Increased ++7.1 points
38	69	42

Conclusions based on this data:

1. According to the dashboard, the data maintained in several areas including overall student growth, english learner performance, and socioeconomically disadvantaged students.
2. Based on the 2018 data, Hispanic students declined by 9.4 points while Asian students increased by 44.4 points.
3. There was not performance data for some subgroups due to a smaller population of less than 11 students at our school.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
47.8 points below standard	52.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -28.2 points	Declined Significantly -33.6 points	2
156	106	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	No Performance Color
	51.5 points below standard	123.3 points below standard
	Declined Significantly -30.1 points	Increased ++3.8 points
	138	26

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	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 24.7 points above standard Declined Significantly -50.6 points 17	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 63.4 points below standard Declined Significantly -23.7 points 126			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**
121.4 points below standard Declined -13.5 points 37	14.9 points below standard Declined Significantly -47.1 points 69	48.2 points below standard Declined -14.3 points 42

Conclusions based on this data:

1. Based on the data there was significant growth in all subgroups.
2. Socioeconomically disadvantaged increased 28.5 points which was the greatest increase.
3. We are in either the yellow or green range in all areas.

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
37.7 making progress towards English language proficiency
Number of EL Students: 77
Performance Level: Low

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
18	30	0	29

Conclusions based on this data:

1. According to the ELPAC assessment, 58.7% of students scored in the moderately and well developed areas.
2. The majority of students are in the level 3 range which is moderately developed.

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	2	2	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	Yellow	No Performance Color
11.8	10.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.2	Declined -2.1	5
347	159	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	12.3	18.9
3	Increased +1.2	Declined -2.4
	301	53

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.9	15
5	3	Increased +4.1	Increased +11
		29	20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
12.3	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 +0.6	1	0	4
285			

Conclusions based on this data:

1. Students with disabilities increased significantly placing Ryan in the "red" dashboard color.
2. Overall, our chronic absenteeism percentage decreased 2.3% placing Ryan in the "yellow"

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
1	1	1	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
2.2	2.4	Less than 11 Students - Data Not
Declined -0.7	Increased +0.4	5
359	164	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
Less than 11 Students - Data Not	2.6	10.9
5	Declined -0.8	Increased +2
	310	55

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 6	Less than 11 Students - Data 3	0 Maintained 0 29	0 Maintained 0 20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
2.7 Maintained -0.1 293	Less than 11 Students - Data 2	Less than 11 Students - Data 2	Less than 11 Students - Data 4

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3	2.2

Conclusions based on this data:

1. The number of students who are suspended each year has increased from 2016 to 2018.
2. 9% of students with disabilities have been suspended at least once.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

Strengthen students' literacy skills by targeting the development of writing skills across all content areas.

By the end of the year, we expect that teachers will explicitly teach the three areas of writing increasing the number of students who perform at grade level on SBAC from 14% to 59% (currently 45% of students have nearly met standard) on the writing claim. By the end of the year, we will reduce the students who have not met standard from 41% to 20%. Throughout the year we will create a space to meet as a grade level to participate in professional development and engage in data analysis.

Identified Need

Students: If students have structured opportunities to practice the three types of writing, they will be able to develop stronger writing pieces independently which include the elements of each type of writing. If students have time during their writing center, they will be able to edit and/or revise their work on a daily basis. If students are aware of their stage in the writing process, they they will be able to refer back to their work during centers.
Teachers: If we strengthen the benchmark writing program and/or supplement the program to support the needs of all learners, then our students will be able to write narratives, write to inform, and write arguments. If we track how students are performing in writing as a school, we will have a better sense of the strengths and opportunities our students have.
Administrator: If we provide professional development on the grade level and foundational writing standards, then our teachers will develop a stronger understanding of grade level expectations. If we analyze student work on a monthly basis, teachers will be able to adjust their practice based on students' needs and strengths. If I give flexibility to my staff to supplement the benchmark writing program with Step Up to Writing, then we will be able to align our practices across the school to support students. If I constantly listen to my staff's feedback then I will be able to create PD around their needs and interests. With the support of the ILT, we will establish and share systems for PD, GLC, and data analysis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Writing Claim	45% of students have nearly met standard	59% of students met standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ryan STEAM Academy will provide:
Professional development in the area of writing instruction is provided by the principal and .5 resource teacher. The resource teacher will also support with monitoring and analyzing student work during our monthly data analysis portion. The resource teacher will support in modeling lessons as requested by teachers or release teachers to visit other classrooms.

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)
40714	Title I 1000-1999: Certificated Personnel Salaries
9780	Title I 3000-3999: Benefits

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

A supplemental writing program (Step Up to Writing) is provided to all students. The program scaffolds the writing instruction and includes the three types of writing. Materials will be provided such as highlighters, colored paper, 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)

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

Opportunities for students to receive additional support in the little heroes program, city year, and/or after school interventions

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)
16000	Title I 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Contract
2000	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Little Heroes Contract

Strategy/Activity 4

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

All Students

Strategy/Activity

Extended Duty will be offered for teachers to teach interventions and/or enrichment opportunities

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)
374	Title I 4000-4999: Books And Supplies

Strategy/Activity 5

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

All Students

Strategy/Activity

At least 2 full day release days to map out writing instruction per grade level. Substitutes will be provided.

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

Amount(s) Source(s)

Strategy/Activity 6

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

All Students

Strategy/Activity

Technology including google classroom and seesaw will be aligned to our writing focus. Replacement bulbs, projectors, copiers & maintenance charges etc will be provided as needed.

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)
5500	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

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

All Students

Strategy/Activity

Teachers are encouraged to continue their professional learning by attending conferences

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)
328	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conferences

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ILT will meet monthly during our committee time and as needed to plan PD for the staff and calendar out PD. ILT may also meet after school to plan scope of work for writing program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extended Duty
220	LCFF Supplemental/Concentration 3000-3999: Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student achievement will be recognized throughout the year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
440	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Awards and incentives

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will be allocated a stipend for supplemental instructional materials that go above and beyond the curriculum offered.

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)
2800.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Supplemental Materials ($200.00/teacher)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have access to earbuds to use with our programs and during state testing.

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)
400	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

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

40% of our English Language Learners will be reclassified during the 2020/2021 school year

Identified Need

Although our English Learners scored at a level green in ELA and have made significant progress, their performance in math is in the orange range on the California dashboard.

Based on the 2017/2018 ELPAC Summative overall data:

- 28% scored at level 4
- 30.67% scored at level 3
- 24.67% scored at level 2
- 16.67% scored at level 1

Students need to demonstrate proficiency based on four criteria in order to be reclassified;

1. Local assessment: no less than 1 grade level below on reading iready exam; 3 or higher on the ELA CAASPP

2. State assessment (ELPAC): 3+ overall, and 2+ in all of the four categories (reading, listening, speaking, writing)

3. Teacher recommendation

4. Parent approval

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reclassified each year	The reclassification rate has been on average 40% each year for the past 2 years.	The reclassification rate will be 40% this year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Students will be grouped according to level in grades TK-5 during the 30 minute ELD block.

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

Amount(s) Source(s)

Strategy/Activity 2

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

English Learners

Strategy/Activity

Opportunities for enrichment and intervention may be provided before and/or after school

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

Amount(s) Source(s)

Strategy/Activity 3

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

English Learners

Strategy/Activity

Teachers will scaffold the content to support English Learners including scaffolds, hands-on activities, graphic organizers, sentence stems, etc. Materials that support language development can be requested by staff as needed. Teachers will use supplemental resources to assist students in achieving English proficiency (Imagine Learning - district funded, leveled books, computer programs, audio recording devices)

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

Amount(s) Source(s)

Strategy/Activity 4

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

English Learners

Strategy/Activity

A teacher will be a liaison between the school and families to monitor progress and schedule check in meetings with LTELs. The teacher will also ensure that all required paperwork is sent home and filed in CUME folders. The teacher will be provided with extended duty to meet with the principal outside of contractual hours to review information from monthly Title III 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)

Strategy/Activity 5

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

English Learners

Strategy/Activity

School staff will use and monitor state assessments to determine strengths and opportunities 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)

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.

Last year our school was effective meeting the needs of our english learners by reclassifying 40% of our ELs. Teachers scaffolded the content to meet the needs of their students while also offering after school intervention.

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

All funds were from title 3 which was a centralized account.

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.

This year there will be an English Learner liaison who will receive a stipend for planning ELPAC assessments, incentive plan, and ongoing communication with families.

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

Implement restorative practices and mindfulness activities that will positively influence school culture.

Identified Need

The dashboard indicates that, as a school, 10.6% of all students are chronically absent. The dashboard also indicated that 21.3% of students with disabilities were chronically absent. The referral rate during the 2018/2019 school year was very high with the majority of the referrals found in SPED and 5th grade. The average referral rate averaged to 10 incidents per week. There is also a need for finding alternatives to suspending students out of the school wince our suspension rate was 3% last year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Rate	The average monthly attendance rate was 96%	Increase attendance rate to an average of 97% per month
Weekly referral rate	During the 2018/2019 school year, there were on average 10 referrals to the office per week.	Reduce referral rate by 50%
Suspension Rate	3% of all students have been suspended at least once	Reduce suspension rate by 50%

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

Incentives will be provided for students who follow our three school rules and who are here on 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)
400.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Mentor Program

Strategy/Activity

Students who have received three referrals will participate in a mentor program involving a check in / check out system; teachers will be paid a stipend to be a mentor for the year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries

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

Our school will provide resources to parents including counseling resources, workshops on anti-bullying, food pantry, attendance resources, 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Mindfulness lessons will be provided to students in all grade levels including breathing exercises, problem solving, restorative circles, 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)

Strategy/Activity 5

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

At-risk students

Strategy/Activity

Our community liaison will work with "at-risk" students who have an attendance rate of less than 95%. Our community liaison will complete home visits when there is an unverified absence.

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

Amount(s) Source(s)

Strategy/Activity 6

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

All Students

Strategy/Activity

Wednesday meditation will be offered as well as alternatives to suspension including a parent pick up, parent sitting in the classroom, student placed in another classroom, loss of recess, 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)

Strategy/Activity 7

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

All Students

Strategy/Activity

Our vision for student success will be shared at coffees, SSC, and workshops.

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

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

Goal 4

Engage stakeholders to strengthen our school culture and academic program

Identified Need

Our panorama data indicated that:

- 98% of parents thought the rules are fair, consequences are clearly established, and rules are evident.
- 75% of students feel safe at school
- 96% of students feel a sense of belonging which was a 9% growth from the previous year.
- 100% of students feel that school staff is helpful and that staff treats them with respect.
- 58% of students complimented another student within the past 30 days

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Ed Surveys	96% of students feel a sense of belonging	100% of students feel a sense of belonging

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

Parents will track hours in log. A survey will be provided to all families regarding their interest in various workshops and events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extracurricular activities will be offered including an art class for TK-2nd grade, after school academies, after school sports, and the audacity program for all grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000.00	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Arts 4 Schools

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

Parent leadership opportunities will be provided through DELAC, DAC, SSC, etc. Parents will also be encouraged to participate in ongoing workshops, our walking parent field trip, events, 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Recognize parent volunteers during district jubilee event and end of year parent breakfast. Incentives will be provided which may include t-shirts, lanyards, 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)

Strategy/Activity 5

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

All Students

Strategy/Activity

The resource teacher will lead extracurricular activities including robot classes, "spy kit" classes, and holiday art classes. The resource teacher will lead make and take parent workshops on ELA and math standard.

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)
850	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 6

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

All Students

Strategy/Activity

The families will have a parent engagement center where they can access the internet, community resources, and participate in various workshops

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)

400.00	Title I 4000-4999: Books And Supplies

Strategy/Activity 7

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

All Students

Strategy/Activity

Monthly enrollment and outreach events will be offered to incoming families beginning in December. Incentives are provided to students as well as a parent orientation 2x a year.

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

Amount(s)	Source(s)
490.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

Strategy/Activity 8

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

All Students

Strategy/Activity

Printed materials will be provided to incoming families and current families regarding events, newsletters, summer school offerings, progress reports, 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)

Strategy/Activity 9

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

All Students

Strategy/Activity

Supplemental materials will be provided for STEAM

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 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	$70,705.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$86,496.00

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	$73,096.00

Subtotal of additional federal funds included for this school: $73,096.00

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

State or Local Programs	Allocation ($)
LCFF Supplemental/Concentration	$13,400.00

Subtotal of state or local funds included for this school: $13,400.00

Total of federal, state, and/or local funds for this school: $86,496.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	73096	0.00
LCFF Supplemental/Concentration	13400	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Raquel Katz	Principal
Bob Castognia	Classroom Teacher
Anita Ghosh	Classroom Teacher
Silvia Verduzco	Parent or Community Member
Luz Vasquez	Other School Staff
Arturo Vega	Classroom Teacher
Andrea Sumano	Parent or Community Member
Vanessa Rios	Parent or Community Member
Sharon Chen	Parent or Community Member
Natalie Abal	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
DocuSigned by: 5CCE90AF4FB8407...	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 5/20/20.

Attested:

	Principal, Raquel Katz on 5/20/20
DocuSigned by: D14215BE010C471...	SSC Chairperson, Natalie Abal on 5/20/20

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