School Year: | 2019-20

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
Battles Elementary School		May 20, 2019	June 12, 2019

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

The purpose of this plan is to increase the overall effectiveness of the school program by creating a strategic plan that maximizes available resources to the school while minimizing duplication of effort with the goal of increasing overall student achievement, and the achievement of each subgroup.

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.

Battles School plan is to effectively address the needs of all Battles students, in particular the needs of the school's largest unduplicated subgroups with input from community stakeholders and staff by maximizing the resources available and the use of data analysis to increase student achievement and meet students' socioemotional needs.

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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).

Students in Fifth grade take the California Healthy Kids Survey. There are also teacher surveys which are conducted on a frequent basis. The teacher surveys are used to help drive instruction and analyze ways for instruction to improve.

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

Classroom observations are conducted on a regular basis. Classrooms are orderly and pleasing environments. Some areas for improvement are student collaboration and authentic learning opportunities.

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)

Students (3rd-6th) participate in CAASPP assessments at the end of the year. All students participate in district and site level assessments.

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

Teachers work collaboratively to analyze data and support students in improving. Intervention teacher and administrators also provide data for consideration.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff members are highly qualified.

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

We have credentialed teachers and access to professional development.

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

Staff development is aligned to standards, student performance, and relate to teacher requests for professional development.

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

Our Intervention Teacher, District TOSA's, and outside experts provide assistance and support to teachers.

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

Teachers are given opportunities to collaborate by grade level. We are working on ways to increase the time teachers have to collaborate.

Teaching and Learning

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

Curriculum and instruction are based on standards.

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

Teachers adhere to the instructional minute guidelines.

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

Intervention classes are provided for students needing additional support.

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

All students have access to appropriate instructional materials.

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

Students have access to standards aligned materials and intervention materials as needed.

Opportunity and Equal Educational Access

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

All students are given access to grade level curriculum and underachieving students are provided with additional support including instructional aide support, tutoring, and RtI.

Evidence-based educational practices to raise student achievement

Students are provided with appropriate support, materials, and practices.

Parental Engagement

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

Parents are provided opportunities to collaborate at the school and district level.

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 SSC meetings are open to public comment.

Funding

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

Services provided by categorical funds include: Instructional assistance, supplemental supplies and materials, and technology.

Fiscal support (EPC)

Fiscal support is available to support student success.

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

Met with school Leadership Team to review the actions and services of the 2017-2018 SPSA on February 25, 2019 to assist in planning upcoming SPSA for 2019-2020. Met with staff to review on May 16, 2019 to review the "Bare Bones" budget and SPSA for the 2019-2020 school year. Met with School Site Council on May 20, 2019 to review the "Bare Bones" budget and SPSA for the 2019-2020 school year.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.1%	0.11%	0.11%	1	1	1
African American	0.8%	0.68%	0.46%	7	6	4
Asian	0.8%	1.02%	0.91%	7	9	8
Filipino	2.3%	2.38%	2.16%	20	21	19
Hispanic/Latino	92.2%	92.42%	92.49%	787	817	813
Pacific Islander	%	%	%			
White	3.5%	3.28%	3.41%	30	29	30
Multiple/No Response	%	%	%			
			Total Enrollment	854	884	879

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	156	146	136
Grade 1	123	132	116
Grade 2	105	119	137
Grade3	106	116	123
Grade 4	130	116	117
Grade 5	127	126	111
Grade 6	107	129	139
Total Enrollment	854	884	879

Conclusions based on this data:

1. Battles School has a high percentage of Hispanic/Latino Students

2. 2019-2020 6th grade class is anticipated to be significantly smaller based on 2018-2019 5th grade enrollment

3. 2018-2019 2nd Grade is our largest grade level which is expected to translate to 3rd grade being the largest grade level for 2019-2020

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	534	535	458	62.5%	60.5%	52.1%
Fluent English Proficient (FEP)	113	136	234	13.2%	15.4%	26.6%
Reclassified Fluent English Proficient (RFEP)	39	61	143	7.7%	11.4%	26.7%

Conclusions based on this data:

1. The number of reclassified English Learners has significantly increased each of the last three years

2. The number of English Learners has decreased over the last three years

3. The number of Fluent English Proficient (FEP) has increased due to the number of recently redesignated English Learners

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	138	108	119	134	106	117	134	106	117	97.1	98.1	98.3
Grade 4	129	133	112	125	133	112	125	133	112	96.9	100	100
Grade 5	101	130	130	98	128	128	98	128	128	97	98.5	98.5
Grade 6	124	104	133	119	103	131	119	103	131	96	99	98.5
All Grades	492	475	494	476	470	488	476	470	488	96.7	98.9	98.8

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2364.	2367.	2364.	4	7.55	5.98	16	12.26	17.09	31	32.08	21.37	49	48.11	55.56
Grade 4	2415.	2409.	2421.	6	3.76	7.14	22	21.05	18.75	27	21.80	34.82	45	53.38	39.29
Grade 5	2447.	2427.	2447.	6	3.91	7.81	24	17.97	21.09	18	21.09	20.31	51	57.03	50.78
Grade 6	2476.	2483.	2463.	3	4.85	3.82	19	30.10	16.79	35	29.13	30.53	42	35.92	48.85
All Grades	N/A	N/A	N/A	5	4.89	6.15	20	20.21	18.44	28	25.53	26.64	47	49.36	48.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	8.49	9.40	47	31.13	38.46	49	60.38	52.14
Grade 4	6	5.26	10.71	53	51.88	56.25	42	42.86	33.04
Grade 5	5	5.47	7.81	36	42.97	46.09	59	51.56	46.09
Grade 6	4	7.77	5.34	41	49.51	33.59	55	42.72	61.07
All Grades	5	6.60	8.20	45	44.26	43.24	51	49.15	48.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	8.49	8.55	40	37.74	34.19	49	53.77	57.26
Grade 4	8	8.27	6.25	47	47.37	55.36	45	44.36	38.39
Grade 5	13	10.16	20.31	41	41.41	38.28	46	48.44	41.41
Grade 6	10	10.68	5.34	45	46.60	44.27	45	42.72	50.38
All Grades	10	9.36	10.25	43	43.40	42.83	46	47.23	46.93

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	5.66	6.84	60	65.09	61.54	37	29.25	31.62
Grade 4	2	4.51	10.71	68	61.65	61.61	30	33.83	27.68
Grade 5	7	4.69	5.47	59	53.13	55.47	34	42.19	39.06
Grade 6	6	7.77	5.34	71	67.96	56.49	23	24.27	38.17
All Grades	5	5.53	6.97	65	61.49	58.61	31	32.98	34.43

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	4.72	5.13	48	52.83	51.28	46	42.45	43.59
Grade 4	4	6.77	9.82	52	53.38	53.57	44	39.85	36.61
Grade 5	13	5.47	10.16	58	38.28	43.75	29	56.25	46.09
Grade 6	9	11.65	9.16	64	52.43	49.62	27	35.92	41.22
All Grades	8	7.02	8.61	55	48.94	49.39	37	44.04	42.01

Conclusions based on this data:

1. Overall, for the most grades there was an increase in the % of students in standards exceeded and standards met in 17-18.

2. Many students below standard in listening and Research/Inquiry

3. 50% of our students are below standard in overall achievements in language arts

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	138	108	119	136	106	118	136	106	118	98.6	98.1	99.2
Grade 4	129	132	112	128	132	112	128	132	112	99.2	100	100
Grade 5	101	130	130	100	128	130	100	128	130	99	98.5	100
Grade 6	124	104	133	120	104	133	119	104	133	96.8	100	100
All Grades	492	474	494	484	470	493	483	470	493	98.4	99.2	99.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2374.	2390.	2391.	4	7.55	7.63	20	18.87	22.88	26	30.19	26.27	50	43.40	43.22
Grade 4	2421.	2438.	2448.	3	1.52	6.25	13	26.52	28.57	38	38.64	34.82	45	33.33	30.36
Grade 5	2437.	2430.	2444.	3	3.91	3.85	8	5.47	11.54	26	25.00	26.92	63	65.63	57.69
Grade 6	2434.	2469.	2439.	2	4.81	3.76	5	12.50	8.27	22	34.62	22.56	71	48.08	65.41
All Grades	N/A	N/A	N/A	3	4.26	5.27	12	15.96	17.24	28	32.13	27.38	57	47.66	50.10

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	16.98	18.64	35	35.85	32.20	57	47.17	49.15
Grade 4	5	15.15	23.21	29	39.39	34.82	66	45.45	41.96
Grade 5	5	3.91	10.00	22	18.75	22.31	73	77.34	67.69
Grade 6	2	10.58	6.77	22	25.96	18.80	76	63.46	74.44
All Grades	5	11.49	14.20	27	30.00	26.57	67	58.51	59.23

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	10.38	12.71	35	49.06	41.53	55	40.57	45.76
Grade 4	6	3.79	15.18	43	49.24	45.54	51	46.97	39.29
Grade 5	3	5.47	6.15	24	27.34	34.62	73	67.19	59.23
Grade 6	3	4.81	5.26	24	40.38	25.56	74	54.81	69.17
All Grades	6	5.96	9.53	32	41.28	36.31	62	52.77	54.16

	% Above Standard			% At or Near Standard			% Below Standard		
Communicating Reasoning **Demonstrating ability to support mathematical conclusions**									
Grade Level	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	15.09	12.71	51	50.00	45.76	40	34.91	41.53
Grade 4	5	8.33	13.39	45	48.48	50.00	50	43.18	36.61
Grade 5	2	4.69	3.85	45	29.69	43.85	53	65.63	52.31
Grade 6	5	7.69	3.76	45	42.31	30.83	50	50.00	65.41
All Grades	6	8.72	8.11	47	42.34	42.19	48	48.94	49.70

Conclusions based on this data:

1. In "all grades students" maintained or improved in the areas of "% above standard" and "% at or near standard"
In math, "communicating, reasoning" had the fewest not meeting the standard.

2. Problem solving concepts and procedures are areas of challenge for students

3. Too many students are in the "% below standard"

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1400.6	1415.9	1364.7	113
Grade 1	1453.1	1451.7	1454.0	106
Grade 2	1477.9	1474.3	1480.9	89
Grade 3	1475.2	1474.0	1475.9	66
Grade 4	1496.1	1485.9	1505.8	53
Grade 5	1499.8	1489.4	1509.6	40
Grade 6	1505.4	1493.8	1516.5	43
All Grades				510

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	11.50	38	33.63	34	30.09	28	24.78	113
Grade 1	37	34.91	28	26.42	21	19.81	20	18.87	106
Grade 2	41	46.07	31	34.83	*	*	*	*	89
Grade 3	*	*	24	36.36	20	30.30	21	31.82	66
Grade 4	*	*	32	60.38	11	20.75	*	*	53
Grade 5	*	*	19	47.50	*	*	*	*	40
Grade 6	*	*	14	32.56	23	53.49	*	*	43
All Grades	103	20.20	186	36.47	125	24.51	96	18.82	510

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	31	27.43	36	31.86	21	18.58	25	22.12	113
Grade 1	38	35.85	33	31.13	22	20.75	13	12.26	106
Grade 2	52	58.43	22	24.72	*	*	*	*	89
Grade 3	16	24.24	24	36.36	14	21.21	12	18.18	66
Grade 4	16	30.19	26	49.06	*	*	*	*	53
Grade 5	13	32.50	15	37.50	*	*	*	*	40
Grade 6	*	*	24	55.81	*	*	*	*	43
All Grades	174	34.12	180	35.29	85	16.67	71	13.92	510

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	15	13.27	*	*	49	43.36	44	38.94	113
Grade 1	31	29.25	32	30.19	20	18.87	23	21.70	106
Grade 2	32	35.96	25	28.09	18	20.22	14	15.73	89
Grade 3			*	*	25	37.88	35	53.03	66
Grade 4	*	*	24	45.28	16	30.19	12	22.64	53
Grade 5	*	*	17	42.50	12	30.00	*	*	40
Grade 6	*	*	*	*	20	46.51	15	34.88	43
All Grades	82	16.08	116	22.75	160	31.37	152	29.80	510

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	56	49.56	41	36.28	16	14.16	113
Grade 1	58	54.72	38	35.85	*	*	106
Grade 2	55	61.80	27	30.34	*	*	89
Grade 3	13	19.70	38	57.58	15	22.73	66
Grade 4	19	35.85	27	50.94	*	*	53
Grade 5	13	32.50	21	52.50	*	*	40
Grade 6	12	27.91	23	53.49	*	*	43
All Grades	226	44.31	215	42.16	69	13.53	510

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	16	14.16	66	58.41	31	27.43	113
Grade 1	32	30.19	52	49.06	22	20.75	106
Grade 2	51	57.30	29	32.58	*	*	89
Grade 3	24	36.36	30	45.45	12	18.18	66
Grade 4	21	39.62	24	45.28	*	*	53
Grade 5	19	47.50	17	42.50	*	*	40
Grade 6	14	32.56	27	62.79	*	*	43
All Grades	177	34.71	245	48.04	88	17.25	510

Reading Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	77	68.14	30	26.55	113
Grade 1	54	50.94	29	27.36	23	21.70	106
Grade 2	39	43.82	31	34.83	19	21.35	89
Grade 3			27	40.91	39	59.09	66
Grade 4	*	*	36	67.92	15	28.30	53
Grade 5	*	*	27	67.50	11	27.50	40
Grade 6	*	*	*	*	35	81.40	43
All Grades	104	20.39	234	45.88	172	33.73	510

Writing Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	20	17.70	39	34.51	54	47.79	113
Grade 1	23	21.70	61	57.55	22	20.75	106
Grade 2	26	29.21	53	59.55	*	*	89
Grade 3	*	*	38	57.58	22	33.33	66
Grade 4	15	28.30	30	56.60	*	*	53
Grade 5	12	30.00	25	62.50	*	*	40
Grade 6	*	*	37	86.05	*	*	43
All Grades	104	20.39	283	55.49	123	24.12	510

Conclusions based on this data:

1. The largest number of English Learners tested were in Kindergarten and first grades.

2. The largest percentage of students from all grades (36.47%) were at Level 3 for Overall Score.

3. The Reading Domain had the largest percentage of students from all grades (33.73%) at Level 1, with Written Domain having the second largest at 29.80%.

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**
879	**90.8**	**52.1**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	458	52.1
Foster Youth	3	0.3
Homeless	262	29.8
Socioeconomically Disadvantaged	798	90.8
Students with Disabilities	83	9.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.5
American Indian	1	0.1
Asian	8	0.9
Filipino	19	2.2
Hispanic	813	92.5
Two or More Races	4	0.5
White	30	3.4

Conclusions based on this data:

1. The largest unduplicated subgroup was Socioeconomically Disadvantaged at 90.3%

2. The largest enrollment based on Race/Ethnicity is Hispanic at 92.4%

3. The second largest unduplicated subgroup was English Learners at 60.5%

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Battles was in need of improvement in all measured categories of Academic Performance, Academic Engagement, and Conditions and Climate.
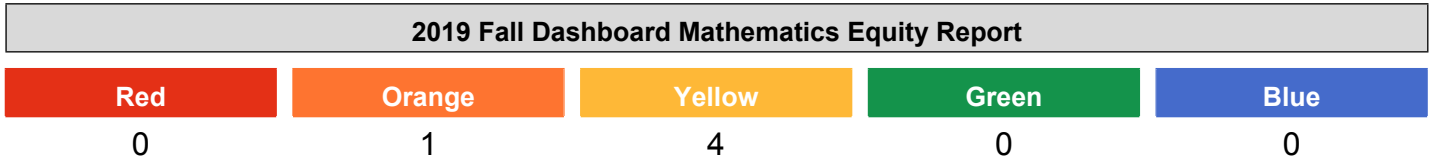
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	4	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**
Yellow	Yellow	No Performance Color
42.7 points below standard	55.2 points below standard	0 Students
Increased Significantly ++16.4 points	Increased ++11.8 points	
447	322	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
45.7 points below standard	46.2 points below standard	118.4 points below standard
Increased Significantly ++27.8 points	Increased Significantly ++15.9 points	Increased Significantly ++22.8 points
124	414	51

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	0 Students	Less than 11 Students - Data Not Displayed for Privacy	11.4 points below standard
1		4	11

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
45.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	9.1 points above standard
Increased Significantly ++16.9 points	1		Increased Significantly ++31.1 points
418			12

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
117.7 points below standard	8.8 points below standard	23.2 points below standard
Increased Significantly ++17.4 points	Increased Significantly ++15.5 points	Increased Significantly ++22.2 points
137	185	97

Conclusions based on this data:

1. Students with Disabilities made the most growth out of all measured student groups.

2. Students with Disabilities scored lowest out of all measured student groups.

3. Current English Learners had the largest decline in Language Arts Data Comparisons for all English Learners.

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	1	4	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**
Yellow	Yellow	
59.8 points below standard	65.4 points below standard	
Increased ++9.4 points	Increased ++9.8 points	
448	322	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
62.7 points below standard	62.7 points below standard	128.5 points below standard
Increased Significantly ++15.7 points	Increased ++8.3 points	Increased Significantly ++19.3 points
124	415	52

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
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	16.7 points below standard
1		4	11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		No Performance Color
62 points below standard	Less than 11 Students - Data Not Displayed for Privacy		39 points below standard
Increased ++10.9 points			Declined Significantly -15.1 points
418	1		13

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**
112.3 points below standard	30.6 points below standard	57.1 points below standard
Increased Significantly ++15.3 points	Increased ++11.8 points	Increased ++5.8 points
137	185	98

**Conclusions based on this data:**

1. Students with Disabilities made the most growth out of all measured student groups.

2. White students are closest to meeting standard.

3. Homeless had the largest decline out of all measured student groups.

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
57 making progress towards English language proficiency
Number of EL Students: 314
Performance Level: High
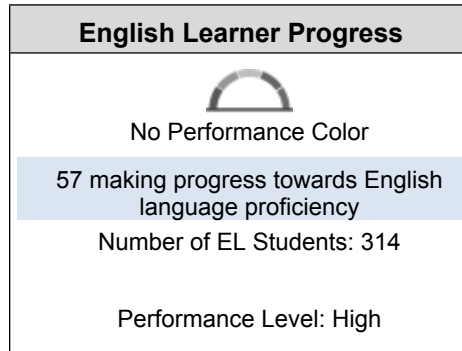
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30	105	6	173

Conclusions based on this data:

1. The highest percentage of measured English Learners scored Level 3 Moderately Developed indicating students are making progress towards reclassification.

2. The lowest percentage of measured English Learners scored Level 1 Beginning Stage indicating we have a small number of newcomers.

3. 510 students designated as English Learners is over half of our school population.

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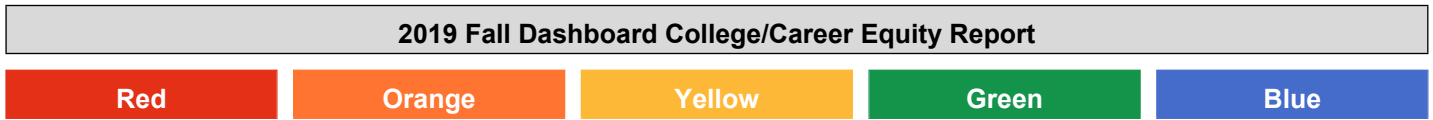
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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. N/A

2. N/A

3. N/A

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	1	1	4	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
Yellow	Green	No Performance Color
6.1	3.9	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3	Declined -1.6	
940	545	5

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Yellow	Green
5.4	5.7	7.9
Declined -0.7	Maintained -0.1	Declined -5.3
297	860	101

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	Less than 11 Students - Data Not Displayed for Privacy	10.5
4	2	8	Increased +5.8
			19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
5.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	20
Declined -1.2	3	1	Increased +13.9
868			35

Conclusions based on this data:

1. The highest percentage of Chronic Absenteeism are Students with Disabilities.

2. Socioeconomically Disadvantaged students had the best attendance for student groups.

3. White students attendance improved 8.2% from previous year.

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. N/A

2. N/A

3. N/A

School and Student Performance Data

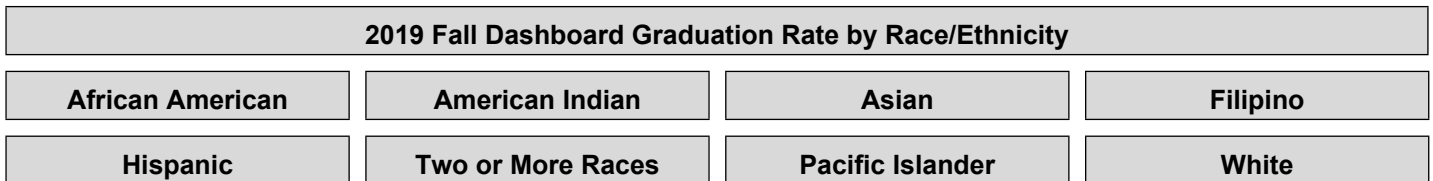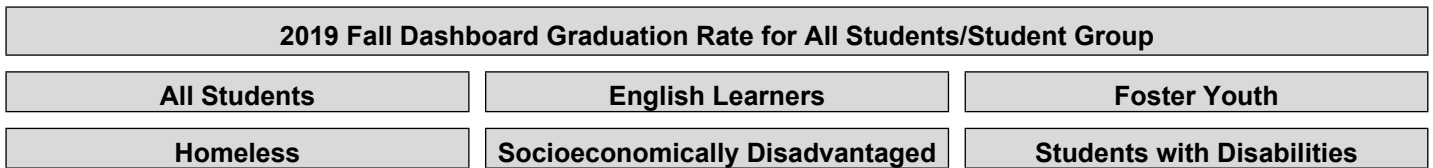## Conditions & Climate
Suspension Rate

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

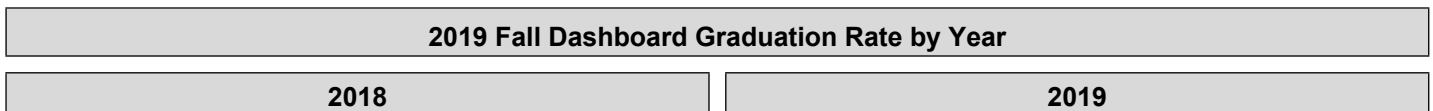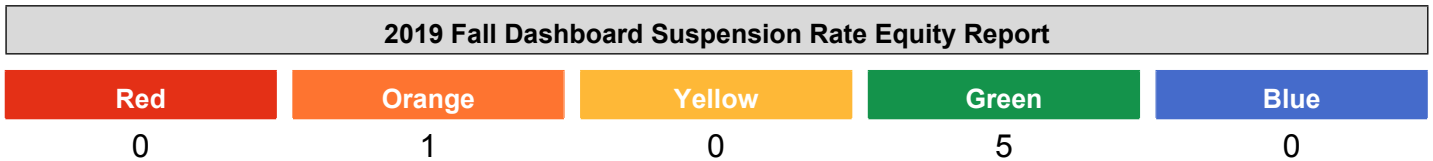| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	5	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	Green	No Performance Color
1.9	0.7	Less than 11 Students - Data Not Displayed for Privacy
		7
Declined -0.6	Declined -0.6	
968	562	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Green	Green
1.3	1.7	2.9
Increased +0.5	Declined -0.9	Declined -3.5
303	885	104

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 Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
4	3	8	Maintained 0
			19

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
1.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.9
Declined -0.3	3	1	Declined -3
895			35

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	1.9

Conclusions based on this data:

1. The Homeless Student Group had the largest decline in suspensions.

2. Suspensions slightly increased from previous years, but still lower than 2 years ago.

3. Students with Disabilities had the largest increase in Suspensions.

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

LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers.
LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning.

Goal 1

Goal #1: 50% of students in grades TK-6 will demonstrate academic growth in English Language Arts as evidenced by district and school adopted formative and summative assessments. It is intended that all students, including those with disabilities, low income (SED, homeless, migrant), English Learners, re-designated Fluent English Proficient, and foster youth have access to materials, technology, and highly qualified educators to provide them with the skills necessary to be college and career ready.

Identified Need

Additional supplemental reading materials to support Guided Reading instruction and professional development to continue implementation of the PLC process to support instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP, Lexile Level	Year over year change in CAASPP scores. Initial Lexile score at beginning of 2019-2020 school year.	Increase of 20 points or more in CAASPP ELA scores. One year of grade level growth in Lexile scores.

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

Supplement the implementation CCSS in ELA, work collaboratively with colleagues to plan, analyze data from assessments, and determine next steps in helping all students experience success

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)
98371	Title 1 Part A: Allocation (3010) 4000-4999: Books And Supplies Supplemental materials, technology (including licensing), and supplies will be purchased for ELA to ensure additional access to Common Core State Standards including additional books for library and classrooms and subscriptions to periodicals
32740	Title 1 Part A: Allocation (3010) 5000-5999: Services And Other Operating Expenditures Professional Development opportunities and release time, extra time, and substitutes for teachers, administrators, and staff to get necessary training to be current on best practices in all learning areas (Possibly to include Professional Learning Communities, Differentiated Instruction (RtI), Guided Reading, UDL,Close Reading, grade level collaboration, GATE, conferences, workshops, etc.) and for SST meetings
33000	State Supplemental (0977) 4000-4999: Books And Supplies Supplemental materials, technology (including licensing), and supplies will be purchased for ELA to ensure additional access to Common Core State Standards including additional books for library and classrooms and subscriptions to periodicals

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal included a slight increase in primary grade student's ELA proficiency as measured by the achievement gap. For students in 3rd through 6th grades, there was an increase according to SBAC results.
All students, including those with disabilities, low income (FRL, homeless, migrant), and foster youth had access to materials, technology, and highly qualified educators to provide them with the skills necessary to be college and career ready.

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

There were no major material differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. .

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

Based upon progress monitoring data, changes are reflected in professional development, expanded learning time, additional personnel (an additional Teacher Tutor) and curricular support from content experts outside the district (Solution Tree).

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

LEA GOAL: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP GOAL: Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.

Goal 2

Goal #2: 50% of English Learners will demonstrate progress in acquiring English Language Proficiency as evidenced by an increase in ELPAC proficiency levels and scores. 25% of English Learners in 4 - 6 grades will demonstrate achievement in acquiring English Language Proficiency as evidenced by qualifying as Re-Designation to Fluent English Proficient. It is intended that all English Learner students, including those with disabilities, low income (SED, homeless, migrant), and foster youth have access to materials, technology, and highly qualified educators to provide them with the skills necessary to be college and career ready.

Identified Need

Additional instructional material to support designated ELD instruction and professional development for ELD Intervention Teacher to provide continued coaching and support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Previous year's ELPAC score	50% of ELL students will increase one performance level per year.

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

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

All ELL students

Strategy/Activity

Supplement the Implementation of CCSS in ELD, work collaboratively to support English Language Learners, analyze data to determine student needs, follow framework guidelines to implement both integrated and designated ELD time 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)
6,600	Title 1 Part A: Allocation (3010) 4000-4999: Books And Supplies Supplemental materials, supplies, and technology (including licensing) will be purchased to support English Language Acquisition
2,500	Title 1 Part A: Allocation (3010) 5000-5999: Services And Other Operating Expenditures Professional Development opportunities and release time, extra time, and substitutes for teachers, administrators, and staff to get necessary training to be current on best practices in all learning areas pertaining to language acquisition (Possibly to include Professional Learning Communities, Differentiated Instruction (RTI), TELL, CABE, grade level collaboration, GATE, conferences, inservices, ELD workshops, etc.)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal included an increase in student's redesignation. All English Learner students, including those with disabilities, low income (FRL, homeless, migrant), and foster youth had access to materials, technology, and dedicated educators to provide them with the skills necessary to be college and career ready.

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

There were no major material differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. There was a slight material difference due to several teachers not attending the AVID professional development training in June.

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

Based upon progress monitoring data and ELPAC results changes are reflected in staff meeting professional development, restructuring of the Designated ELD schedule, and expanded learning for LTEL students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LEA GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers.
LCAP GOAL: Provide effective district/school wide support systems, procedures, materials and practices that support student learning.

Goal 3

Goal #3: 50% of students in grades TK-6 will demonstrate academic growth in Mathematics as evidenced by district and school adopted formative and summative assessments. It is intended that all students, including those with disabilities, low income (SED, homeless, migrant), English Learners, re-designated Fluent English Proficient, and foster youth have access to materials, technology, and highly qualified educators to provide them with the necessary skills to be college and career ready.

Identified Need

Additional material to supplement the district core math program and additional training on best math practices and instructional strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP, DIstrict Benchmark	Year over year change in CAASPP scores. Trimester One Benchmark scores.	One year Increase of 20 points or more in CAASPP Math scores. One year of grade level growth in math benchmark scores.

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

Supplement the implementation of CCSS in mathematics, work collaboratively with colleagues to plan, analyze data from assessments, and to determine next steps in helping all students experience success

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

Amount(s)	Source(s)
3,000	Title 1 Part A: Allocation (3010) 4000-4999: Books And Supplies Supplemental materials, technology (including licensing), and supplies will be purchased to support mathematics and ensure all students will have additional access to Common Core State Standards. (May include manipulatives, technology including hardware and licenses, and books)
5,000	Title 1 Part A: Allocation (3010) 5000-5999: Services And Other Operating Expenditures Professional Development opportunities and release time, extra time, and substitutes for teachers, administrators, and staff to get necessary training to be current on best practices in all learning areas (Possibly to include California Math Festival, Professional Learning Communities, UDL, Differentiated Instruction (RtI), grade level collaboration, GATE, conferences, workshops, etc.) and for SST meetings
2500	State Supplemental (0977) 1000-1999: Certificated Personnel Salaries Professional development opportunities and release time, extra time, and substitutes for teachers, administrators, and staff to get necessary training to be current on best practices in all learning areas (Possibly to include Professional Learning Communities, UDL, Differentiated Instruction (RtI), grade level collaboration, GATE, conferences, workshops, etc.) and for SST meetings

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal included a slight increase in primary grade student's mathematics proficiency as measured by the achievement gap. For students in 3rd

through 6th grades, there was an overall increase according to SBAC results. Although there was an increase this was due to two grade levels increasing significantly. The other two grade levels showed static results. All students, including those with disabilities, low income (FRL, homeless, migrant), and foster youth had access to materials, technology, and dedicated educators to provide them with the skills necessary to be college and career ready.

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

There were no material differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Based upon progress monitoring data, changes are reflected in professional development, expanded learning time, additional personnel (an additional Teacher Tutor for mathematics) and curricular support from content experts outside the district (Solution Tree). The focus of our grade level collaborative work is on math essential standards and first instruction.

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

LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.

Goal 4

Battles students will improve in social studies, science, and physical education, as measured by the California Science Test (CAST), Physical Fitness Test (PFT), and school assessments. By June 2020, 75% of students in grade 5 will meet or exceed the science standards as measured by CAST. By June 2020, fifth grade students will score in the Healthy Fitness Zone (HFZ) for all six fitness areas measured by the Physical Fitness Test (PFT). All students in grades TK - 6 will demonstrate academic growth in Social Studies, Science, Physical Education, Arts, and Technology as evidenced by school adopted formative and summative assessments. It is intended that all students, including those with disabilities, low income (SED, Homeless, migrant), English Learners, re-designated Fluent English Proficient, and foster youth have access to experiential learning, materials, technology, and highly qualified educators to be college and career ready.

Identified Need

Supplemental after school programs that support physical education and additional opportunities for student exposure to science and social studies curriculum through field trips and assemblies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Science Test (CAST) and Physical Fitness Test (PFT)	Year over year change in CAST and PFT scores.	50% of students will increase their CAST scores. 50% of students will score in the Healthy Fitness Zone (HFZ).

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

Provide supplemental physical education, fine arts, science, social studies 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)
5500	State Supplemental (0977) 4000-4999: Books And Supplies Purchase materials, supplies, and technology (including licensing) to support physical fitness, visual and performing arts, science, and social studies.
8500	State Supplemental (0977) 1000-1999: Certificated Personnel Salaries Extra-curricular & outside of class opportunities for students (Possibly to include tutoring, sports, chess club, dancing (Ballet Folklorico), Math Super Bowl, Author-Go-Round, Battle of the Books, Science Fair, Math Olympics, Yoga, etc.
817	State Supplemental (0977) 5000-5999: Services And Other Operating Expenditures Professional Development opportunities and release time, extra time, and substitutes for teachers, administrators, and staff to get necessary training to be current on best practices in all learning areas (Possibly to include Professional Learning Communities, Differentiated Instruction (RtI), Guided Reading, UDL,Close Reading, grade level collaboration, GATE, conferences, workshops, etc.) and for SST meetings
35000	State Supplemental (0977) 5000-5999: Services And Other Operating Expenditures Fieldtrips, assemblies, and other opportunities for student learning (Possibly to include Cal Poly Learn By Doing Lab, 6th Grade Science Camp, Rancho El Chorro presentations, recycling fieldtrips, college visits, etc.)
38880	State Supplemental (0977) 5800: Professional/Consulting Services And Operating Expenditures Sports for Learning STEM Soccer/Basketball - Lunch time activities for students- Opportunity to work with college students

Annual Review

SPSA Year Reviewed: 2018-19

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.

Although the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals were implemented, we did not reach our goal of 75% of students in 5th grade meeting or exceeding standard on the CAST. Fifth grade students showed growth on the Healthy Fitness Zone (HFZ) for all six fitness areas measured by the Physical Fitness Test (PFT), but not all students scored in the HFZ for all six areas measured. All students, including those with disabilities, low income (FRL, Homeless, migrant), English Learners, re-designated Fluent English Proficient, and foster youth have access to experiential learning, materials, technology, and dedicated educators to be college and career ready.

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

There were no material differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Based upon HFZ results changes are reflected in the hiring of a district funded additional primary P.E. teacher to address students' physical fitness readiness for the Physical Fitness Test.

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

LEA GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
LCAP GOAL: Maintain a safe, secure, healthy and positive learning environment for all students and staff.

Goal 5

Battles School will provide a safe learning environment, maintain good attendance rates, and implement strategies to promote good behavior, citizenship, and health as measured by the Healthy Kids Survey.

Identified Need

Provide incentives to increase student attendance and PBIS staff development to continue improving the school learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS), Attendance rates, Suspension rates	Year over year change in CHKS results. Year over year change in attendance rates. Year over year change in suspension rates.	80% or more of students will report they feel safe at school. 97% or higher attendance rate. Decrease of suspension rates of 1% or more.

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

All students will be educated in in a safe environment.

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

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures

	Outreach Consultant to assist students with their social and emotional needs
12,500	State Supplemental (0977) 2000-2999: Classified Personnel Salaries Additional Student Supervisor for student safety
3500	State Supplemental (0977) 4000-4999: Books And Supplies Purchase supplies, materials, and technology to maintain a safe and welcoming environment (Possibilities include communication, first aide supplies, snacks, murals, attendance and behavior incentives, PBIS materials, etc.)
2500	State Supplemental (0977) 1000-1999: Certificated Personnel Salaries Professional Development opportunities and release time, extra time, and substitutes for teachers, administrators, students, and staff to get necessary training to be current on best practices in all learning areas (Including Positive Behavior Interventions and Supports (PBIS), Professional Learning Communities(PLC), Universal Design for Learning (UDL), social emotional learning, grade level collaboration, Behavioral Meetings, GATE, conferences, workshops, etc.) and for SST meetings
2,000	State Supplemental (0977) 5000-5999: Services And Other Operating Expenditures Field trips, assemblies, and other opportunities for student learning (Possibly to include bullying prevention programs and assemblies, Social Emotional Learning (SEL), college visits, etc.)
0	

Annual Review

SPSA Year Reviewed: 2018-19

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

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

The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal included funding for a site specific Behavioral Assistant, School Based Therapist, and an additional Student Supervisor. The school also continued participation in the PBIS program through implementation of Tier 2 practices. There was a 46% decrease in Behavior Referrals, and a 53% decrease in suspensions according to AERIES data results. Attendance also slightly improved over the previous year. All students, including those with disabilities, low income (FRL, homeless, migrant), and foster youth had access to materials, technology, and dedicated educators to provide them with the skills necessary to be college and career ready.

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

There were no major material differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The very slight difference was due to not being able to hire positions at the beginning of the year (Outreach Mentor and School Based Therapist).

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

Based upon behavioral data and attendance rates changes included increased allocations to student incentives to reward positive behavior, and assemblies for bullying prevention and appropriate behavior.

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

LEA GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
LCAP GOAL: Maintain a safe, secure, healthy and positive learning environment for all students and staff.

Goal 6

Battles School will strengthen family and community involvement in a welcoming school climate to close achievement gaps.
85% of parents will attend at least one parent conference
25% of parents will attend at least one parent education/family fun event

Identified Need

Additional family and community outreach events as well as interpreting services for meetings and conferences to increase and strengthen family and community involvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance to events	Year over year change in parent attendance.	85% of parents will attend at least one parent conference. 25% of parents will attend at least one parent education/family fun event.

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

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

All parents

Strategy/Activity

Continue to provide opportunities for parents to be involved in school activities

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

Amount(s)	Source(s)
3,000	Title 1 Part A: Allocation (3010)

	5000-5999: Services And Other Operating Expenditures Family involvement activities (Possibly to include for PIDA, Love & Logic, parent teacher conferences, Social Media presentations, parent nights, math nights, literacy nights, guest speakers, newsletters, Open House, Back to School Night, etc.)
5000	Title 1 Part A: Allocation (3010) 5000-5999: Services And Other Operating Expenditures Family Events such as parent conferences, Back to School Night, Open House, Family Math Nights, etc. to inform parents of how to help their children at home and how to support their child's education (Costs associated with outside presenters, childcare, food, interpreters, recognition's, etc. are included in these costs)
14000	State Supplemental (0977) 2000-2999: Classified Personnel Salaries Extra time for Interpreters, childcare, translating for school and family events
1000	State Supplemental (0977) 4000-4999: Books And Supplies Purchase supplies, materials, and technology for communication and family involvement activities (Possibly to include snacks, newsletters, PIDA, Love & Logic, parent teacher conferences, presentations, parent nights, math nights, literacy nights, guest speakers, Open House, Back to School Night, etc.)
1985	Title 1 Part A: Parent Involvement (3010 PINV) 5000-5999: Services And Other Operating Expenditures Family involvement activities (Possibly to include for PIDA, Love & Logic, parent teacher conferences, presentations, parent nights, math nights, literacy nights, guest speakers, newsletters, Open House, Back to School Night, etc.)
1500	Title 1 Part A: Allocation (3010) 5000-5999: Services And Other Operating Expenditures Postage expenses incurred communicating with parents, community members, and stakeholders

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal included meeting our goal of parents attending at least one parent conference according to teacher meeting records and 25% of parents attending at least one family outreach event according to sign in sheets. All students, including those with disabilities, low income (FRL, homeless, migrant), and foster youth had access to materials, technology, and dedicated educators to provide them with the skills necessary to be college and career ready.

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

There were no material differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Although our targets for Goal 6 were met, there was an increased effort to support family involvement activities and events to increase parental and community engagement.

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 State Supplemental Funds	$
Total Funds Provided to the School Through the Consolidated Application	$159696
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$571,681.00

Allocations by Funding Source

Funding Source	Amount	Balance
State Supplemental (0977)	159697	159,697.00
Title 1 Part A: Allocation (3010)	157711	157,711.00
Title 1 Part A: Parent Involvement (3010 PINV)	1985	1,985.00

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	$176,250.00

Subtotal of additional federal funds included for this school: $176,250.00

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 ($)
District Funded	$0.00
LCFF - Base	$275,768.00
LCFF - Supplemental	$119,663.00

Subtotal of state or local funds included for this school: $395,431.00

Total of federal, state, and/or local funds for this school: $571,681.00

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
Victor Velazquez	Principal
Angela Howell	Classroom Teacher
Jacqueline Brunello	Classroom Teacher
Kaylah Ailman	Classroom Teacher
Alma Christina Santos	Other School Staff
Kali Gordon	Parent or Community Member
Cynthia Gudino	Parent or Community Member
Rocio Madrid	Parent or Community Member
Francisca Bribiesca	Parent or Community Member
Adan Naverete	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
Adan Navarrete	Other: DELAC Representative

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 5/20/19.

Attested:

Victor Velazquez	Principal, Victor Velazquez on 5/22/19
Adan Navarrete	SSC Chairperson, Adan Navarrete on 5/23/19

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.

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/

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