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
Robert J. Frank Academy of Marine Science and Engineering	56725386111850	October 16, 2019	November 13, 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)

Schoolwide Program

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

Oxnard is the largest city in Ventura County. Oxnard is a vibrant city enjoying an ethnically diverse population of over 200,000 residents.
R.J. Frank was established in 1994 and is one of 20 schools in the Oxnard Elementary School District. At the start of the 2014-2015 school year, R.J. Frank 6th grade to our school population and served 1,358 students in grades six, seven, and eight. The 2015-16 had 1,250 and 2016-17 1,310 students. In 2017-2018 school year was 1,245. Currently our enrollment at Frank is 1260 with a wait list of over sixty.
R.J. Frank Middle School also transitioned to an Academy of Marine Science and Engineering through the support of a Magnet School Assistance Program Grant. The addition of the academies has supported the increase in elective offering for our students including: five robotics & four marine science elective classes (an increase of 2 classes in 16-17), oceanography and robotics units taught to all classes 6th through 8th grades. We have created a community partnership with California State University Channel Islands Crossing the Channels grant to support our Marine Science classes to work with Channel Islands University students, CSUCI professors and undergraduates. We are proud to announce that our school has recently won the prestigious Stem Golden Gear award for our excellent robotics program and the excellence award. Our school is also the host of the Oxnard School District's Newcomers Academy (NCA) for students who have arrived into the United States within the last eighteen months. This NCA supports students' accelerated English Language Development in a supportive setting with the flexibility to allow students to move to higher level ELD classes as they show progress in their acquisition of English. Frank School of Engineering and Marine Sciences sciences is a culturally diverse school community serving students from Latin

America, Philippines, Japan, Iran, with students coming from homes speaking thirteen different languages.

The purpose of this plan in regards to goal one is to coherently align resources towards our mission and vision of our school and the district. The overall structure of this plan revolves around creating systems that allow for increased collective self efficacy for teachers. The classroom teacher is regarded in research as the most impactful employee when it comes to student achievement. This plan provides support for teachers in four key areas. The key areas include collaboration, content knowledge, pedagogy, and equity consciousness. We believe and research shows that these are the most required areas for teachers in regards to teaching all students regardless of socioeconomic status, gender, perceived ability level or race. We feel that if any one of these areas are missing then the teaching staff can not have fully gain collective self efficacy which in turn will lead to students not reaching their full potential.

Within goal two the plan focuses its efforts on addressing the whole child in regards to socio emotional needs. We have aligned resources to expand our PBIS program, to strengthen our champs system, and to continue to utilize restorative practices. Lastly we have counseling for students of need.

Goal three addresses our parent engagement focus. We believe that it does take a village to raise a child. This plan encompasses that philosophy by giving parents ample opportunities to attain knowledge at the site. We are an asset minded community and we have opportunities of parents to provide input that can lead to improving student outcomes. Goal three addresses these efforts by outlining the way in which resources and strategies were used.

Table of Contents

Comprehensive Needs Assessment Components

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

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

We had regular classroom observations at our site from admin. We looked at our three instructional goals which are claim,evidence, reasoning along with collaborative conversations and group discussion to inform thinking. This was done school wide.

Additionally we conducted EL shadowing as a classroom observation tool to look at the amount of active engagement done so by EL learners.

Lastly we started reflective learning walks. The goal of the walks was to look at student learning and how they relate to claim, evidence, reasoning along with collaborative conversations and group discussion to inform thinking. We started with our leadership team and utilized Leverage Learning Group to build capacity with the process. The goal was to spread this throughout our site so that teachers can see student learning across campus.

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)

We utilized CAASPP data at the start of the year to recognize student levels and to look at claims and targets. This was primarily used for teachers to do initial planning for the year. Teachers looked at grade level CAASPP data and cohort data. This data was also used through a report called distance from met which allowed teachers to have conversations with students on how close they were to the next level.

During the year teachers used IAB data to discuss student levels in relation to the rigor of CAASPP. This was the first year for teachers in our district to use this data. A big part of this process was building capacity on how the collective scoring of the IAB can inform instruction.

Additionally the teachers utilized professional learning communities to create common formative assessments for the first time. The CFA's were aligned to the IAB's which were aligned to the CAASPP. This formative assessment was given by some departments to inform instruction. All departments completed at least one full cycle of inquiry through the PLC process which included the development of a smart goal, creation of a CFA, analysis of CFA results, creation of interventions aligned to the needs, and a shift in instruction and planning based on the CFA data.

Star 360 data was also used by teachers to determine reading levels and math proficiency. Teachers used this data to identify student need. This led to strategic grouping and differentiation by the teacher.

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

We utilize progress monitoring on a continuous basis. We look at Star 360, Common Formative Assessments, IAB's and CAASPP data to modify instruction through our PLC process. We utilize a cycle of inquiry though grade level/content specific teams that give formative data at least every three weeks. We also look at teacher grades to identify students who may need assistance. Counselors regular call student's in to check promotion status as well.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

We finished phase one of PLC implementation based on Dufour methods. We have a shared understanding of the fundamental purpose of PLC's. We have revamped our mission and vision statements. Our staff understands our current reality of our data. We have one hour allotted per week for PLC collaboration. We have developed meaningful teams by having our grade level and content area specific teams work together. All of our teams have created team norms and have built capacity to have effective collaboration. Our teams have identified essential standards and have aligned a guaranteed and viable curriculum. Lastly our PLC teams have determined goals aligned to school goals and have gone through at least one cycle of inquiry.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required 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)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

We help our underperforming students at Frank through a tiered system of support. In tier 1 our PLC teams identify students of need through our cycles of inquiry and CFA, Star 360 CAASP, IAB data and grades. In tier 2 we utilize our COST and SST process to utilize a team to make plans for student success either academically, socio emotionally or physically. Lastly we have our Care Center as our Tier 3 intervention. This placement puts students in a smaller class environment with more one on one support and attention. It also aligns numerous outside resources to coherently address the whole child.

Evidence-based educational practices to raise student achievement

At Frank We have utilized our PLC process as our overarching vehicle. The three things it drives are the three components every teacher should be able to do to teach all students regardless of race, gender, SES or ability level. Those three items are similar to a three legged stool, without anyone of them the stool falls. The first stool is content knowledge. All of our teachers receive district and site training on content knowledge to keep them up to pace. The second leg is pedagogy knowledge. As a site we have focused on some high leverage teaching skills from the meta analysis of Hattie and Deborah Ball . These include forming respectful relationships with students, eliciting and interpreting individual students thinking, implementing norms and routines for class discourse and work, providing oral and written feedback to students, setting up and managing small groups and setting short and long term goals for students. Additionally under pedagogy we have developed three growth areas that are also coherently aligned with our AVID site goals. This includes claim, evidence, reasoning and developing academic discourse in small group collaborative conversations along with having group discussions to come to a collective understanding. The last leg includes developing an equity consciousness throughout the staff. We have looked at disproportionality of F rates, suspension rates, test results and classroom referrals through equity audits in order to gain some insight on how to address our students needs in an equitable way.

Parental Engagement

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

Our parents have a number of opportunities to get involved at Frank. This year we are utilizing a parent empowerment program called Project 2 Inspire which will focus on increasing the capacity of our parents to be able to navigate the public education systems. . We also have parent participation in our SSC, ELAC and our PTO. Parents collaborate with staff during parent conferences, IEPs and SSTs.

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)

Our parents, community members, teachers, staff and students are involved in the planning, implementation and evaluation of our programs. During the planning phase our leadership team, ELAC committee and SSC committee meet to discuss school goals as they pertain to our data for CAASPP, Star 360, grades, suspension rate, attendance rate and reclassification rate. During those meetings we look at cohort data and grade specific data spanning five years. The three groups establish and evaluate goals using a SMART goal approach so that goals are specific, measurable, achievable, relevant and time-bound. Our leadership students also have input on our goals and we present our goals to the community and students through lobo news, open house and grade level assemblies. The implementation of these programs is closely monitored by our leadership team through our leadership professional learning community. During that time we continuously participate in progress monitoring and revisit action items to ensure follow through and collective responsibility. Our ELAC and SSC committees meet regularly to discuss the implementation of our programs and how progress is moving along. Lastly our leadership team does evaluate our programs by looking at our current reality end of the year summative data as well as our formative data. After this evaluation they bring that information back to their grade level PLC teams so that we can start the cycle of inquiry which would then lead us back to planning and goal setting once again. Our SSC and ELAC teams also work to evaluate the outcomes of our expenditures in order to form new goals and to adjust current goals and strategies along the way.

Funding

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

We used categorical funds in a multitude of ways to ensure success for our underperforming students. We allocated funds to allow for extra hourly pay for teachers to collaborate within their professional learning communities. During this time the teachers identify struggling students and develop interventions for those students during the school day. We also allocated funds for instructional assistants to be in every newcomer classroom. The newcomer program services our students who have been in the country for two years or less. This student population has considerable needs and therefore needs this extra support so they do not underperform. Additionally we utilized categorical funds to provide AVID tutors. We have AVID electives that serve students who are striving to be first generation college students.AVID Excel is for our Long Term English Learners who are struggling with reading, writing and the use of academic language therefore have not met the reclassification criteria.. By funding the tutors we therefore ensure that students are accessing core subject with success. Lastly we allocated funds for teachers to attend the CABE and AVID conferences. This was done to build capacity and collective teacher self efficacy as it pertains to pedagogy and equity.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

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

Towards the end of last year and during the summer our teacher leadership team went and reviewed all of our data. We broke it down and desegregated multiple pieces of data by EL, race, SES and SPED. We then looked at our four five year trends to address our growth areas. We looked at cohort data as well to be able to analyze and set smart goals. Our SSC committee met and discussed key components of the SPSA twice during the start of the year and approved the SPSA in October. Our ELAC committee gave input at the start of the year with final input before approval coming in October.

Resource Inequities

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

We had a few resource inequities that were discovered during the school year. One of the items was the change in the reclassification testing for EL learners. The way the ELPAC test was scored allowed us to have different information on how we could align curriculum to match the needs of the ELPAC.This meant we had to make some changes to student schedules to match curriculum and ELPAC reclassification needs. This change of schedule and change of focus created some inequities. Our Newcomer Academy also experienced some inequities due to the fact that they were piloting a new curriculum called system 44. Additionally budget cuts led to a decrease in AP's, decreased clerical, decreased OT for clerical, elimination of a TOSA, elimination of math mentor and tech mentor positions, a decrease in hourly pay (collaboration) for teachers and a decrease in campus supervisors all led to resource inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.24%	%	2	3	
African American	0.7%	0.96%	%	9	12	
Asian	1.8%	1.84%	%	24	23	
Filipino	2.8%	2.56%	%	37	32	
Hispanic/Latino	91.8%	92.09%	%	1,198	1153	
Pacific Islander	0.2%	0.24%	%	3	3	
White	2.0%	1.52%	%	26	19	
Multiple/No Response	%	%	%			
			Total Enrollment	1,305	1252	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	429	409	
Grade 7	445	426	
Grade 8	431	417	
Total Enrollment	1,305	1,252	

Conclusions based on this data:

Our enrollment dropped from 2016-2017 to 2017-2018. Our enrollment for 2018-2019 has remained steady at 1260. Last year we lost three teachers to declining enrollment districtwide. Consequently our enrollment at 1260 is full which has led us to have a waiting list of over sixty students. This wait list is the largest in the district and in school history . We are a school of choice and many parents choose to send their students to Frank. Our demographics have remained consistent as well with hispanics being by far the majority at our site at 90% or higher on a regular basis.

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	498			38.2%		
Fluent English Proficient (FEP)	468			35.9%		
Reclassified Fluent English Proficient (RFEP)	39			9.0%		

Conclusions based on this data:

Overall our overall percentage of EL learners has remained consistent. Our percentage reclassification rate decreased this last school year due to a focus we had in 2017-2018 to reclassify our special education EL population. That focus in 2017-2018 led to a large number of reclassifications.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	429	410	383	406	401	372	405	401	372	94.6	97.8	97.1
Grade 7	436	416	415	414	405	390	414	405	390	95	97.4	94
Grade 8	429	405	410	416	400	387	416	398	388	97	98.8	94.4
All Grades	1294	1231	1208	1236	1206	1149	1235	1204	1150	95.5	98	95.1

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

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2459.	2461.	2469.	3.70	3.99	4.30	18.77	19.20	20.70	28.40	31.42	30.65	49.14	45.39	44.35
Grade 7	2480.	2495.	2514.	7.73	7.65	7.95	21.01	25.43	30.00	21.01	23.70	27.44	50.24	43.21	34.62
Grade 8	2505.	2506.	2519.	5.29	7.79	7.49	25.48	22.61	27.65	26.20	24.12	26.61	43.03	45.48	38.24
All Grades	N/A	N/A	N/A	5.59	6.48	6.61	21.78	22.43	26.20	25.18	26.41	28.20	47.45	44.68	38.99

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.41	7.73	9.68	43.46	43.14	38.71	49.14	49.13	51.61
Grade 7	11.62	10.62	12.56	35.35	39.75	45.13	53.03	49.63	42.31
Grade 8	11.11	12.59	15.25	41.06	36.27	39.79	47.83	51.13	44.96
All Grades	10.06	10.31	12.53	39.94	39.73	41.25	50.00	49.96	46.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.94	6.50	4.57	38.12	35.25	45.70	55.94	58.25	49.73
Grade 7	16.79	13.58	18.97	34.55	45.19	50.00	48.66	41.23	31.03
Grade 8	10.90	11.34	12.92	42.13	40.30	50.90	46.97	48.36	36.18
All Grades	11.24	10.48	12.27	38.27	40.27	48.91	50.49	49.25	38.82

Listing Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.65	6.00	6.99	56.30	58.50	59.14	36.05	35.50	33.87
Grade 7	5.81	6.17	8.21	47.22	54.81	57.95	46.97	39.01	33.85
Grade 8	7.97	9.07	9.30	59.90	56.93	59.69	32.13	34.01	31.01
All Grades	7.14	7.07	8.18	54.46	56.74	58.92	38.39	36.19	32.90

(Table title as printed: "Listening — Demonstrating effective communication skills")

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.37	15.50	16.13	45.68	49.75	48.12	43.95	34.75	35.75
Grade 7	14.32	17.04	21.28	41.99	47.65	49.49	43.69	35.31	29.23
Grade 8	14.53	15.11	17.31	44.31	47.86	49.10	41.16	37.03	33.59
All Grades	13.09	15.89	18.28	43.98	48.42	48.91	42.93	35.69	32.81

Conclusions based on this data:

Our 6th grade language arts team had 25% of their student meet or exceed standards. That is the highest score that team has produced in the last three years. Our 7th grade language arts team had 38% of their students meet or exceed the standards. That score is the highest score this team has every produced in CAASPP testing. Furthermore that score is the highest in the district for 7th grade language arts. Our 8th grade language arts team had 35% score met or exceeded on the CAASPP test.That is also the highest score that team has scored on the CAASPP test. Furthermore that is the second highest CAASPP score in the district. As promising as this data is we still have a large number of the students that fall below the standards met expectation. This is clearly a concern that needs to be addressed during class, after school and with partnership with families. We are utilizing departmental grade level professional learning communities for teachers to discuss data and run cycles of inquiry to alter instruction and improve student performance. We have also adopted an instructional focus that includes claim evidence reasoning, whole group discussion leading to collective understanding and collaborative conversations that contain academic dialogue. These focus areas are also on our AVID site plan. Within these growth areas we are addressing how to produced standards based instruction which leads to higher DOK levels. Lastly we have implemented reflective walk throughs. This is a process that includes teachers seeing student learning in other classrooms on a regular basis. The focus in on our growth areas and the teachers receive feedback from the visiting teachers on the things that led to student success.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	429	410	383	421	401	378	421	401	379	98.1	97.8	98.7
Grade 7	436	416	415	428	405	408	428	405	408	98.2	97.4	98.3
Grade 8	429	405	410	424	399	397	424	399	397	98.8	98.5	96.8
All Grades	1294	1231	1208	1273	1205	1183	1273	1205	1184	98.4	97.9	97.9

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

	Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	2435.	2444.	2455.	3.33	4.24	3.97	8.08	11.47	13.76	26.37	25.94	27.78	62.23	58.35	54.50
Grade 7	2449.	2446.	2463.	4.44	2.22	4.90	7.24	8.40	10.05	23.13	25.43	25.00	65.19	63.95	60.05
Grade 8	2451.	2448.	2461.	4.72	6.27	5.79	7.31	6.52	6.30	19.10	16.54	20.40	68.87	70.68	67.51
All Grades	N/A	N/A	N/A	4.16	4.23	4.90	7.54	8.80	9.97	22.86	22.66	24.34	65.44	64.32	60.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	4.99	5.99	6.63	22.80	22.94	28.12	72.21	71.07	65.25
Grade 7	7.26	5.94	6.37	18.27	20.54	23.53	74.47	73.51	70.10
Grade 8	5.44	6.02	6.08	19.86	17.79	20.25	74.70	76.19	73.67
All Grades	5.90	5.98	6.36	20.30	20.43	23.90	73.80	73.59	69.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	5.23	5.49	6.10	26.84	34.91	40.32	67.93	59.60	53.58
Grade 7	6.31	2.96	6.62	32.01	36.54	35.54	61.68	60.49	57.84
Grade 8	7.55	9.02	7.05	25.00	30.83	27.96	67.45	60.15	64.99
All Grades	6.36	5.81	6.60	27.97	34.11	34.52	65.67	60.08	58.88

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.56	5.74	5.31	35.87	33.17	41.11	60.57	61.10	53.58
Grade 7	7.01	2.96	6.13	39.49	46.17	48.77	53.50	50.86	45.10
Grade 8	4.96	6.27	5.81	37.12	35.34	40.66	57.92	58.40	53.54
All Grades	5.19	4.98	5.76	37.50	38.26	43.61	57.31	56.76	50.64

Conclusions based on this data:

Our 6th grade math team had 18% of their students meet or exceed standards on the CAASP exam. This is the highest CAASPP scores they have achieved. Furthermore it is the second highest math score in the district when looking at % of met or exceeded. Our 7th grade team had 15% meet or exceed standards. This is the highest CAASPP scores for 7th grade math in the history of the exam for our site. Furthermore the percentage of met or exceeded is tied for first in the district with the highest amount scored. Lastly our 8th grade team had 12% of students meet or exceed standards on the CAASPP exam. For the past four years this score has remained the same. Eventhough the growth is promising in many areas we still have far too many students not meeting or exceeding standards in math which is clearly a concern that needs to be addressed during class, after school and with partnership with familiesWe are utilizing departmental grade level professional learning communities for teachers to discuss data and run cycles of inquiry to alter instruction and improve student performance. We have also adopted an instructional focus that includes claim evidence reasoning, whole group discussion leading to collective understanding and collaborative conversations that contain academic dialogue. These focus areas are also on our AVID site plan. Within these growth areas we are addressing how to produced standards based instruction which leads to higher DOK levels. Lastly we have implemented reflective walk throughs. This is a process that includes teachers seeing student learning in other classrooms on a regular basis. The focus in on our growth areas and the teachers receive feedback from the visiting teachers on the things that led to student success. In addition we have worked with a math coach with a select group of teachers. The teachers got professional development on Jo Boaler techniques, conducted classroom visits, participated in lesson studies and analyzed data in order to inform instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Conclusions based on this data:

After our most recent ELPAC it showed that our emerging level one students scored the lowest in listening and reading. Reading was the lowest score with 63% of students not meeting standard for emerging one students. For expanding 2 students the writing and listening components were the most challenging. Writing is the most challenging for expanding 2 students with 71% not meeting standard. Lastly our bridging students have the most difficulty with the speaking domain with 30% of these students not meeting standard for speaking. This data tells use that we must level our ELD classes by ELPAC levels and then address the domains needed within that level for reclassification. Emerging one students need reading and listening the most. Our expanding 2 students need writing and listening the most. Lastly our Bridging 3 students need speaking the most. By leveling the students and utilizing ELPAC data we can target our instruction to better meet the students' needs. In addition EL data talks are being made on now expand AVID Excel through 6th-8th grade to address the needs of our long term English language learners.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,252	**83.6%**	**36.6%**	**0.6%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	458	36.6%
Foster Youth	8	0.6%
Homeless	12	1.0%
Socioeconomically Disadvantaged	1,047	83.6%
Students with Disabilities	148	11.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	1.0%
American Indian	3	0.2%
Asian	23	1.8%
Filipino	32	2.6%
Hispanic	1,153	92.1%
Two or More Races	7	0.6%
Pacific Islander	3	0.2%
White	19	1.5%

Conclusions based on this data:

Overall our enrollment has stayed consistent in the amount of students overall, minority percentage, EL percentage and SES percentage. We are the largest middle school in our district. Our minority percentage, SES, SPED and EL learner percentage are all above the state average.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Yellow

Mathematics

Red

English Learner Progress

No Performance Color

Academic Engagement

Chronic Absenteeism

Green

Conditions & Climate

Suspension Rate

Green

Conclusions based on this data:

In language arts we made growth this last year in the % of students meeting or exceeding standards. Our language arts team also made some large growth in between bands as recognized by the core collaborative. Our mathematics scores still continue to be in the red despite having the highest scores in schools history in both 6th an 7th grade math. We will continue to make progress to address this concern. Our suspension rate continued to decrease for the second straight year leading to our lowest suspension rate in school's history. Lastly our chronic absenteeism rate counted to decrease the last two years leading to the lowest chronic absenteeism rate in the district.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
60.4 points below standard	93.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 6.2 points	Increased 5.4 points	6 students
1179 students	722 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
145.1 points below standard	72 points below standard	145.8 points below standard
Declined -4.4 points	Increased 7.5 points	Declined -9 points
12 students	979 students	140 students

2018 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
96.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	19.6 points above standard	51.6 points above standard
11 students	3 students	Maintained 1.3 points	Increased 20.2 points
		20 students	28 students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
65 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	53.1 points below standard
Increased 8.2 points	7 students	3 students	Declined -32 points
1088 students			19 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
139.7 points below standard	55.9 points below standard	28.4 points below standard
Maintained 0.9 points	Declined -18.9 points	Increased 3.3 points
322 students	400 students	283 students

Conclusions based on this data:

Even though we saw large growth within language arts overall we are still have too many students below standard. Furthermore our EL and SPED population are not producing at the same levels as a general population which is causing inequities in student achievement. We are having data discussions with teachers regarding disproportionate amounts of underperformance of students based on EL and SPED status. We are also conducting professional developments so that teachers can better identify these students, pull useful data on these students and give these students high rigor instruction with some scaffolding and differentiation as needed.
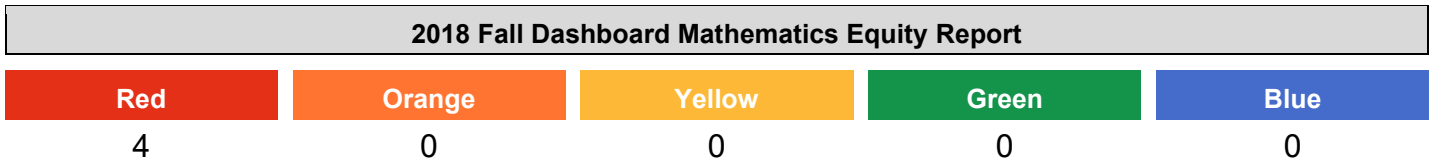
School and Student Performance Data

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.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
4	0	0	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
120.5 points below standard	144.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.5 points	Maintained 2.3 points	
1175 students	721 students	6 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
189 points below standard	131.5 points below standard	197.8 points below standard
Declined -30.4 points	Maintained 0.5 points	Declined -12.1 points
12 students	978 students	139 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
167.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	31.7 points below standard	6.1 points below standard
11 students	3 students	Declined -6.2 points	Increased 9.8 points
		20 students	28 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
125.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	98.3 points below standard
Maintained 0.2 points	7 students	3 students	Declined -13.9 points
1084 students			19 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
183.9 points below standard	113.2 points below standard	94.8 points below standard
Maintained -1.5 points	Declined -18.3 points	Declined -8.1 points
322 students	399 students	281 students

Conclusions based on this data:

Even though we saw growth in 6th and 7th grade we are still seeing overall underachievement from all students. Furthermore our EL students and SPED population are underachieving the most. We have worked with a math coach and will continue to utilize Jo Boaler techniques with our teachers. Additionally these teachers collaborate, conduct walk throughs, participate in lesson studies and look at data to inform instruction. Teachers get collaboration time and are given the capacity needed to disaggregate data by EL and SPED status. Good initial first instruction is discussed in detail as a way to improve our scores with all students. This includes our teachers utilizing claim, evidence, reasoning along with group discussions to build collective understands and the utilization of collaborative conversations to increase academic vocabulary. The good initial first instruction is also done with standards based instruction that is constantly moving towards higher DOK levels for students. A large amount of our Reclassified English Learners were special ed. Many special education EL students were reclassified. Our English only group dropped 8.1 points. This cohort in general has been consistently low as they have traveled through the grades.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
354	13.3%	34.5%	21.5%	30.8%

Conclusions based on this data:

Our newcomers make up approximately 22% of our EL population and generally test into level 1 ELPAC. We have 30.8% of our students in level one.

We have approximately 28% of our ELs who have exited the newcomer academy. Their scores are usually a level 2 or 1.

13.3% of ELs students are in level 4 and have met the state ELPAC criteria for reclassification. If they are not meeting the reading criteria for reclassification, they are in an ELD class specifically targeting the reading domain, so they will be eligible.

The majority of our students are in level 3. We are addressing their needs by placing them in AVID Excel classes. The majority of our level 3 students need to improve their reading skills. Reading is an area of growth for all middle schools.

Frank teachers will continue to use ELD standards based instruction using district adopted curriculum and materials. Students in ELD will receive fifty minutes of ELD instruction every day which will include high rigor language instruction with appropriate scaffolds. Our content area teachers will continue to teach literacy across all contents in order to build language for all students including English Learners.

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.

2018 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.

2018 Fall Dashboard College/Career for All Students/Student Group

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

2018 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.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

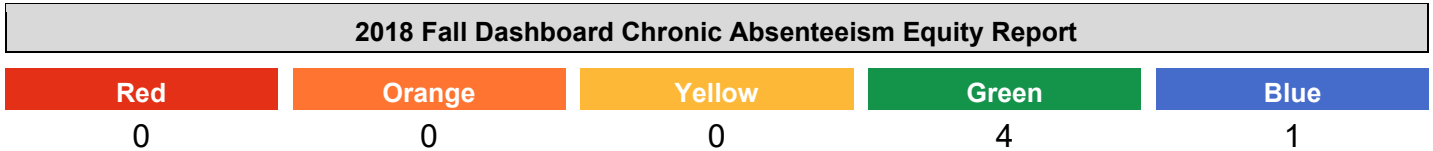**Conclusions based on this data:**

Not applicable to Frank

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.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	4	1

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
3.8% chronically absent	4.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 0.5%	Declined 0.6%	
1273 students	474 students	7 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
8% chronically absent	4.1% chronically absent	8.2% chronically absent
Increased 0.9%	Declined 0.7%	Declined 1.8%
25 students	1074 students	159 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Color

16.7% chronically absent

12 students

American Indian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3 students

Asian

No Performance Color

0% chronically absent

Declined 4%

23 students

Filipino

Blue

0% chronically absent

Declined 2.7%

32 students

Hispanic

Green

3.8% chronically absent

Declined 0.6%

1173 students

Two or More Races

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

7 students

Pacific Islander

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3 students

White

No Performance Color

5% chronically absent

Increased 1.7%

20 students

Conclusions based on this data:

Our data in this are has improved the last two years. Additionally it is the lowest in the district for all schools. All areas declined however special ed still has the highest truancy rate overall. Our outreach coordinator, school counselors, attendance tech and principal will continue to identify students who are showing trends of truancy in order to intervene and improve the students attendance by uncovering the root problem of the truancy. Additionally we will continue to build a positive culture on campus as well as create classroom conditions that are rigorous and relevant. Lastly we will continue to build positive relationships with students through our programs like WEB, city impact mentoring, clubs and sports.

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.

2018 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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

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

2018 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.
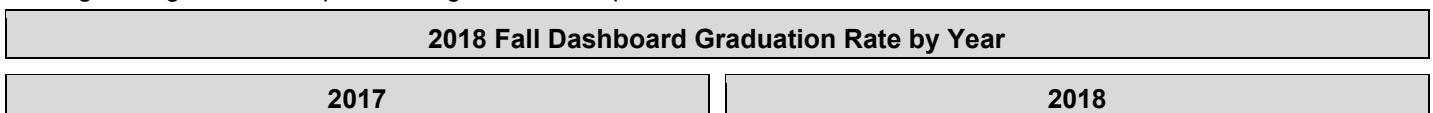
2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

Not applicable to Frank

School and Student Performance Data

Conditions & Climate
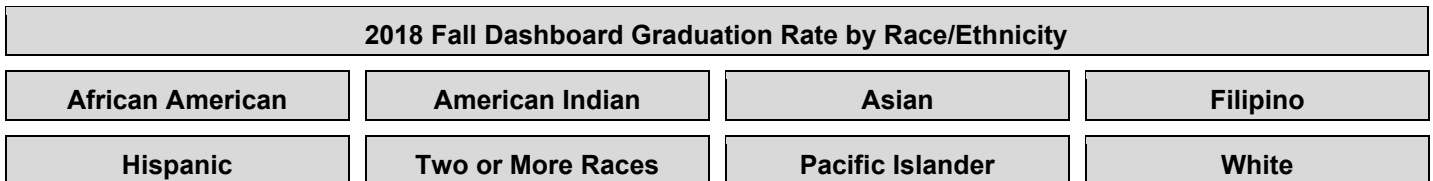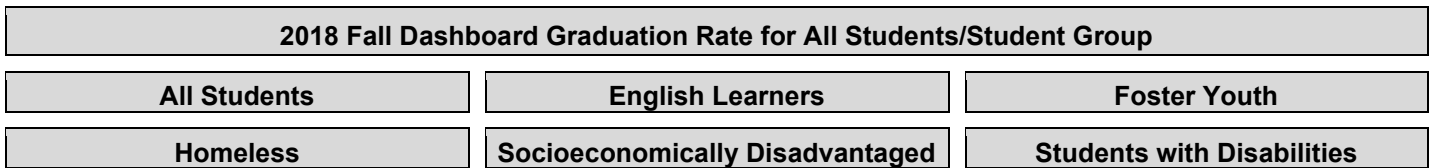## Suspension Rate

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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	2	1
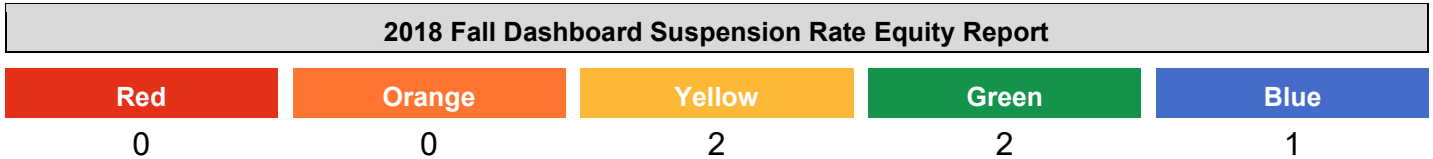
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
7% suspended at least once	8.1% suspended at least once	Less than 11 Students - Data Not
Declined -1.3%	Declined -2.6%	9 students
1292 students	481 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
7.1% suspended at least once	8% suspended at least once	11.8% suspended at least once
Declined -17.9%	Declined -1.3%	Declined -1.2%
28 students	1090 students	161 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Blue
0% suspended at least once	Less than 11 Students - Data 3 students	0% suspended at least once	0% suspended at least once
12 students		Maintained 0% 25 students	Declined -2.7% 34 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
7.3% suspended at least once	Less than 11 Students - Data 7 students	Less than 11 Students - Data 3 students	10% suspended at least once
Declined -1.5% 1188 students			Increased 6.7% 20 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
8.8% suspended at least once	8.3% suspended at least once	7% suspended at least once

Conclusions based on this data:

Overall suspension rate was decreased to a level that is the lowest in school history. Furthermore our suspension rate decreased once again in the areas of special ed and EL learners. As promising as this data is we are still striving to ensure that special ed and EL learner suspension rates decrease in order to be closer to the general population. We will work to see the trend of a reduction in suspensions by maintaining ample supervision, having clear expectations for students and to continue to build positive relationships. We will continue to improve on our PBIS approach. Last year we received the silver award from the PBIS CA coalition. Moving forward we want to achieve gold medal status. In order to do that we not only have to have clear expectations for students in common areas, our guidelines for success and an incentive system for positive behavior. We must now start to look at how we can set up procedures in place within the classroom that foster positive student behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
To provide equipment, materials and technology resources that support high quality instruction
To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2017-2018 CAASPP assessment data by grade level: Current 6th grade students: 25% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. Current 7th grade students: 38% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. Current 8th grade students: 35% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data.	CAASPP ELA The number of 6th grade students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 15%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 7%/ The number of 8th grade students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 14%.
CAASPP Math	2017-2018 CAASPP assessment data by grade level:	CAASPP Math: The number of 6th grade students scoring "Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Current 6th grade students: 18%% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. Current 7th grade students: 15% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data. Current 8th grade students: 12.% of students scored "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data.	Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 17%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 10%. The number of 8th students scoring "Met Standard" or "Exceeded Standard" based on 2017-2018 CAASPP assessment data will increase by 7%.
STAR 360 Reading	STAR 360 Reading Last year's 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 47 based on the May 2017 administration of the STAR 360 Reading assessment. Last year's 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 45 based on the May 2017 administration of the STAR 360 Reading assessment.	STAR 360 Reading This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2018-2019 school year on the STAR 360 Reading Assessment.
STAR 360 Math	STAR 360 Math Last year's 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 42 based on the May 2017 administration of the STAR 360 Math assessment. Last year's 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 39 based on the May 2017 administration	STAR 360 Math: This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2018-2019 school year on the STAR 360 Math Assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	of the STAR 360 Math assessment.	
Reclassification.rates	CELDT/ELPAC/RECLASSIIFICATION:In the 2017-2018 school year, 17.2% of English learners meeting ELPAC criteria were Reclassified.	ELPAC/RECLASSIFICATION: 80%% of level 4 English Learners will meet ELPAC criteria for reclassification.

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)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, SES, SPED, EL.

Strategy/Activity

Hold Grade/Department Collaboration Meetings to review data at the school-wide level, grade level, classroom level and individual student levels. District approved materials and curriculum implementation guides will be used. Time for collaboration will be arranged by department for PLCs and new curriculum implementation. One hour a week is set aside for teachers to collaborate both horizontally and vertically. The purpose of the PLC meetings is to decide what to teach, how to teach it, how to assess what you taught, to decide on actions if students do not learn and finally to decide on actions if students are learning.

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

Amount(s)	Source(s)
56137	Title I 1000-1999: Certificated Personnel Salaries Teachers extra help , (Title I OPY funds)
12000	LCFF - Targeted Teachers extra help
21603	LCFF - Intervention Teachers extra help

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All.

Strategy/Activity

Use multiple data points to make appropriate course placements. Counselors strategically place students based off of test data, grades, past socio emotional challenges, past discipline and ELD and SPED constraints. Counselors also solicit student choice and teacher recommendations when making these placements.

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)
	Centralized Services School Counselors salaries (2)
1200	Title I 1000-1999: Certificated Personnel Salaries Counselor extra pay
6000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Counselor extra pay

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

ALL.

Strategy/Activity

Post Language and Content Objectives each day in each classroom.

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)
	No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Increase academic success through the support of the EL NCA TOSA.

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)
	District Funded EL NCA TOSA

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All

Strategy/Activity

Use data analysis of assessment results through IO and Ellevations to inform instruction and to monitor progress. Data will be used from STAR 360, CAASPP, CELDT/ELPAC, and from curriculum embedded assessments. Teachers will also use data from common formative assessments to drive instructions.

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)
	District Funded Assessments

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Implement STAR 360 program in all Advisory classes and language arts classes.

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)
	District Funded AR contract

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

During PLC time teachers will calibrate writing, develop common rubrics, share instructional techniques and review pacing guides. Teachers will also develop common formative assessments and discuss data in relation to IAB's and common formative assessments.

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)
	No additional cost

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

Monitor the implementation and progress of the SPSA through Leadership, SSC and ELAC meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Administration as well as teacher leaders will provide professional development at staff meetings and other times as needed. The focus of the professional development will be on our growth areas that will be derived from data.

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

Amount(s)	Source(s)
139	Discretionary 1000-1999: Certificated Personnel Salaries
6000	Title I 1000-1999: Certificated Personnel Salaries
42000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries
21817	LCFF - Intervention 1000-1999: Certificated Personnel Salaries

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students parents who need translation. Title 3 will be for our EL student population.

Strategy/Activity

Extra Clerical Support for translation at parent conferences and to process 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)
1024	Title I 2000-2999: Classified Personnel Salaries Extra time for translations
1280	Title III 2000-2999: Classified Personnel Salaries Extra time to processing of students grades, attendance
650	Discretionary 2000-2999: Classified Personnel Salaries Extra time for translations
640	LCFF - Targeted 2000-2999: Classified Personnel Salaries Extra time for translations

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

NCA TOSA will work with ELD staff on SIOP strategies and differentiation for EL 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)
	District Funded Newcomer TOSA

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

One 7th grade and one 8th grade math class work to provide intervention to students who are struggling in math. The course is designed based on the claims and targets lacking when pulling student CAASP data. The students placement in this support class is revisited at the trimester.

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)
	District Funded Intervention Teachers

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All AVID & AVID Excel students

Strategy/Activity

AVID Tutors will be used to implement the AVID program. Tutors will also support the AVID Excel program for EL 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)
32600	LCFF - Targeted 2000-2999: Classified Personnel Salaries Avid and Avid Excel tutors
5700	Title I 2000-2999: Classified Personnel Salaries Avid and Avid Excel tutors

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Materials/Software and supplies will be purchased (Flocabulary, Newsela) to support intervention and enrichment 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)
2600	LCFF - Targeted 4000-4999: Books And Supplies Materials/Supplies
1323	Title III 4000-4999: Books And Supplies Materials/Supplies
28700	Discretionary 4000-4999: Books And Supplies Materials/Supplies to support programs
2882	Title I 4000-4999: Books And Supplies Materials/Supplies
5000	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Grade and course specific collaboration and data analysis will occur during the school day.

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

Amount(s)	Source(s)
	Teacher release time for collaboration (Activity 1)
	See Subs for collaboration (Activity 9)

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

Teachers will use ELPAC release questions in preparation for the 2019-2020 ELPAC testing cycle.

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)
	No additional cost

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

Teachers will obtain and utilize the ELPAC grading instrument/rubric to be used for test preparation

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)
	No additional cost

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

ELPAC Level 1s & 2s, who are less than two years in the US, are ability grouped in an academy to bring skills and language to grade level using ELD standards as quickly as possible in both Language Arts and Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Counselors' salaries (see previous activity # 2)
	Newcomer TOSA NCA (see previous activity # 4,#11)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

ELPAC Level 1s & 2s, who have been in the US more than two years, are in an intervention program to bring skills and language to grade level using ELA & ELD standards as quickly as possible in both Language Arts and Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Counselors' salaries (see activity # 2)
	Newcomer TOSA (see goal 1, activity 11)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

ELPAC 3s, 4s are ability grouped in core ELA and Math curriculum with EOs where teachers are using SIOP Teaching strategies and Math, ELA, ELD standards to reach proficiency as quickly as possible.Some of these student's will also be placed in AVID excel in order to accelerate reclassification.

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)
	Counselors' salaries (activity # 2)
	Newcomer TOSA (activity # 4, # 11)

Strategy/Activity 21
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Special Education

Strategy/Activity

Maximize use of Promethean Board and ipads to reach English Learners and Special Education 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)
	No additional cost

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

NCA EL TOSA will be utilized to help with staff and students. EL TOSA will provide professional development and support. Clerical services for EL students will be provided.

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 23
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use AVID/AVID Excel strategies to instruct students school-wide on study skills.Students will use and participate in: Cornell notes, goal setting, character building activities, tutoring and service-oriented projects.Teachers will attend the AVID summer institute.

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)
	District funded

Strategy/Activity 24
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue positive reinforcement of academic and attendance success through AR program.

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

Amount(s)	Source(s)
2000	LCFF - Targeted 4000-4999: Books And Supplies Academic Incentives

Strategy/Activity 25
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Robotics elective students

Strategy/Activity

Students will participate in Robotics Competitions.

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

Amount(s)	Source(s)
3000	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Competition, transportation
1500	Discretionary 5700-5799: Transfers Of Direct Costs Competition, transportation

Strategy/Activity 26
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Oceanography Electives

Strategy/Activity

Students will participate in oceanography field trips.

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

Amount(s)	Source(s)
1500	Discretionary 5700-5799: Transfers Of Direct Costs

	Transportation
1500	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Transportation

Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Bilingual para educator and clerical staff will support EL 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)
15343	Title III 2000-2999: Classified Personnel Salaries Bilingual para educator salary
50552	Title I 2000-2999: Classified Personnel Salaries bilingual para educator salary
9700	Title I 2000-2999: Classified Personnel Salaries bilingual clerical support
41146	Discretionary 2000-2999: Classified Personnel Salaries bilingual clerical support
6500	LCFF - Targeted 2000-2999: Classified Personnel Salaries Library media tech support

Strategy/Activity 28
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Site Technology tech provides technology support to teachers and staff. Support includes one to one device support as well as accessory and app support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Centralized Services
	Site Technology Technician salary

Strategy/Activity 29
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity
Library Tech provides support for students in accessing literacy through the use of books and media resources.

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)
	Centralized Services
	Library Tech salary

Strategy/Activity 30
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.
All students

Strategy/Activity
Math and Science Instructional Specialists provide support to teachers through professional development throughout the year.

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

Amount(s)	Source(s)
	District Funded
	Professional Development

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.

We completed phase one of PLC implementation. Phase one PLC implementation has many parts. Our mission and vision were created and revamped. Our collective commitments were decided on by departments by looking at research and best practices. The collective commitments are used as our driving force. We established grade/content level teams. Those teams meet for at least one hour per week during PLC collaboration time. The teams completed one cycle of inquiry towards the end of the year which followed the plan, do , study , act format. During this PLC implementation the leadership team first built capacity and then collectively distributed this knowledge through PLC grade level meetings. This included things such how to develop smart goals, how to pull and interpret data, how to collaborate and run efficient meetings, best pedagogy practices, how to deconstruct standards, DOK levels, interventions and how to develop common formative assessments. Lastly departments discussed data by conducting equity audits which further looked at disproportionately of F rates, IAB, CFA and CAASPP scores by EL, SES and SPED.

Additionally to PLC development we started reflective learning walks. We received training from Leverage Learning group to our leadership team. After we build capacity the leadership team conducted a successful walk with the goal being that we would spread capacity to other teachers and do one reflective learning walk per month the next year.

Our results were promising. For CAASPP we grew in 4/6 areas and stayed the some in the other two. Our seventh grade ELA scores were number one in the district. Our 7th grade math scores were tied for number 1 in our district. Our 6th grade math scores were second in the district and our 8th grade ELA scores were second in the district. Overall our CAASPP scores were the highest in school history along with the most growth. Additionally our language arts department received an award from the core collaborative on overall LA growth in between cut scores which shows overall growth at the student level.

Lastly we showed the highest reclassification rate out of all district middles schools at 17.2%.

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

One of the challenges that occurred had to do with the lack of subs. This made it difficult to pull teachers during the school day to collaborate and therefore caused some difficulties with PLC implementation. To work around this we did free up our Tuesdays for collaboration time and paid teachers hourly. We tried to utilize the Tuesdays when possible for collaboration to limit our fiscal impact that hourly pay causes. However we do have mandatory trainings to do and that leads us to have to use the hourly pay on certain occasions. A solution to this was a variance in which teachers brought forth the idea for an early release. By having the early release we would have the built in collaboration time along with a Tuesday meeting to allow for mandatory trainings and a reduction in

fiscal impact due to a decrease in hourly pay. This variance never went to vote because a preliminary survey showed a lack of teacher buy in to the early release at this time.

Another challenge was building capacity of the entire staff in regards to PLC's when we are utilizing the Tuesday meetings for collaboration. The way we worked around this was to build capacity with our leadership team first with the idea that the message would be delivered from department head to the rest of the department. One thing that did effect this was that we had no 6th grade ELA representative in leadership. This meant 6th grade language arts took a little longer to build capacity then some other departments.

Lastly the budget cuts did cause some challenges implementation the plan. Turning an AP from full day to half day caused more responsibilities to be distributed to the principal which in turn led to a greater challenge to provide instructional leadership due to more tasks being handled that were historically handled by AP's and TOSA's in years previous.

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

We will be entering phase 2 of PLC implementation. Phase two includes PLC teams undergoing multiple cycles of inquiry. In order to accomplish multiple cycles of inquiry you must have time allotted for collaboration. Most of our Tuesdays will be free for collaboration. We were able to accomplish this by taking care of our mandated trainings on our SIP days. Additionally the district is allowing a number of those trainings to be online. This still does not allow us to have the Tuesday to build capacity and an early release for PLC's which still is a challenge. To try to remedy this we will continue to push capacity through our leadership team. We had minimal turnover in leadership so capacity building will continue for most directly at the phase two level immediately. Additionally we have included a 6th grade language arts department chair to ensure that 6th grade language arts receives capacity building regarding PLC's.

Budget cuts continued to cause impact eliminating an AP and clerical positions. We have redesigned roles and responsibilities to ensure that the managerial tasks are getting done to ensure that the instructional leadership responsibilities can be handled. This was extremely important to do this year since we do have two new Assistant Principals. You will see a reduction in clerical OT allowed due to the re designation of roles and responsibilities from clerical to AP's , counselors and the principal. Additionally we lost three teaching positions in core areas due to reduction in force which undoubtedly will have an effect with the enrollment remaining the same.

We will continue where we left off with reflective learning walks. We have one scheduled per month which means we have three subs so that three teachers can participate in the walks. As a staff we have made several collective commitments through the PLC process. One of those commitments it that teachers agreed to collaborate in order to grow. The collaboration not only includes PLC meetings but is surrounded by discussions directly related to student learning. It is our philosophy that in order to have the most productive discussions about student learning it would make logical sense to have teachers visiting various classrooms to see student learning first hand. This change can be found in the amount of funds allocated for sub coverage.

Our leadership team has also worked hard to establish our instructional focus areas. Towards the end of last year we decided on three areas of focus. These include claim,evidence, reasoning along with group discussions to build collective understanding and collaborative conversations using academic dialogue. Throughout the year we will provide PD opportunities from within as well

as focus our reflective learning walks, learning walks, admin visitations and AVID walkthroughs on these areas. It is important to note that these areas are also directly related to our AVID site plan.

We are an AVID showcase school and will have additional visitations of best practice schools along with us having more visitations from other schools. This additional focus on our growth areas will contribute to us refining our pedagogy practices.

Our goals pertaining to goal one are to grow in our CAASPP scores in 6/6 areas. In ELA our goal for growth in 6th grade is by 15%, in 7th grade by 7% and in 8th grade by 14%. In math our goal for growth in met or exceeded in 6th grade is by 17%, in 7th grade is by 10% and in 8th grade by 7%.

For our EL learners our goals are to reclassify 80% of our level 4 El learners.

Lastly, we want to achieve high levels of success for all students regardless of SES,race socioeconomic status, gender or ability levels.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension rate is for 2017-2018 was 5.72%.	Suspension rate will be lowered by 2% to equal a total suspension rate of 3.72%.
Discipline Referral Totals	The overall number of discipline incidents was 2,992. The number includes classroom referrals and tardies combined.	The overall number of discipline incidents will drop by 500 to equal a total 2,492 incidents. This number includes classroom referrals and tardies combined.
Truancy Rate	The Truancy rate for 2017-2018 was 3.44%.	The truancy rate will decrease by .05 % to equal a total truancy rate % of 2.94%.

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)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Utilization of CHAMPS/PBIS will be campus wide. Common behavioral expectations will be developed and utilized campus wide. Professional development will be conducted district wide, through staff meetings, during SIP days, during leadership meetings and finally through PLC department meetings.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

School Counselors and admin will monitor at risk students. Counselors will meet with students who are at risk and develop goals in order to increase success. Counselors will also be proactive in their approach utilizing CHAMPS and PBIS.

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)
	Centralized Services 5000-5999: Services And Other Operating Expenditures ORC salary
2500	Title I 5000-5999: Services And Other Operating Expenditures Conference PD
6000	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Conference PD/PBIS
500	Title III 5000-5999: Services And Other Operating Expenditures

	Professional development for Counselor, Admin and parents

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

Administration monitors discipline data on a regular basis and develops action plans when necessary in response to equity traps and over use of exclusionary discipline measures.

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)
	No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Fire and lock down drills are conducted periodically in order to promote efficient safety practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Safety Committee meets periodically to monitor the safety plan and make adjustments as needed.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Attendance Incentives are provided for students who have perfect attendance or show improvement in attendance.

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

Amount(s)	Source(s)
3000	LCFF - Targeted 4000-4999: Books And Supplies Perfect Attendance Incentives
	ORC (see goal 2 action above)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Campus supervisors are trained in de-escalation techniques.

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)
	District Funded Classified salaries

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

COST/SST process is utilized in order to support at-risk 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)
2560	LCFF - Targeted 2000-2999: Classified Personnel Salaries Translations

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Continued use of the Risk of Sexual Activity Curriculum in Science.

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)
	No additional cost

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Continued use of Project ALERT as part of the science curriculum.

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)
	TUPE Project ALERT curriculum

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Teachers identify students with a below 2.0 GPA or 5 or more referrals and or more than 10 absences to the office to monitor their progress.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Utilization of WEB (Where Everyone Belongs)

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)

2400	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher extra help

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students.

Strategy/Activity

Bullying prevention education will be provided to students, parents and teachers through assemblies, mandated trainings and parent informational nights.

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)
	No cost

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.

We continued to decrease our suspension rate to the lowest suspension rate in school history. Our suspension rate dropped 2.88% from the previous two years placing it at 5.72%. Our truancy rate dropped once again as well placing it as one of the lowest truancy rates for middle school within our county and the lowest truancy rate out of all schools in OSD. Over the past two years it dropped 0.86% placing it at 3.44%. Lots of work was done during the school year regarding PBIS. Our PBIS committee was trained by VCOE in the area of champs. With that training our team created our guidelines for success, behaviors in common areas and our tiered interventions. Our PBIS committee also refined our extrinsic reward system called leader of the pack tickets to incentivize students for exhibiting behaviors that are aligned with our guidelines for success. It is worth noting that many of the educational pieces concerning PBIS and CHAMPS were pushed through our student news program called LOBO news which is run by our language arts teacher and our journalism elective. This work had led us to being a PBIS CA coalition silver medal winner.

Many of our staff have also undergone Restorative Justice training. This has led to numerous teachers conducing Restorative Justice circles in order to get to the root cause of misbehavior.

The work that was done in regards to attendance is multifaceted. When looking at our healthy kids survey it shows that kids generally feel safe at RJ Frank. Additionally we have a large WEB program that involves 8th grade students mentoring 6th grade students. We also have some mentoring programs that are run by teachers such as the Lost Boyz which allow students to connect to an adult. Our clubs and athletics programs are also well attended as is our after school program. Our teachers are very committed to forming positive relationships with students. One of the ways this has been illustrated is that our teachers stated that positive relationships with students was the most important component in regards to high leverage teaching techniques. Good initial first instruction is also a component that leads to our low truancy rate. Our counseling staff has also worked extremely hard to address students needs in a proactive way. This has allowed our students another avenue to express themselves and to feel comfortable at school. Our ORC also worked diligently when conducting SART meetings with parents and also moving items to the SARB process when necessary. Our attendance clerk has also worked hand in hand with our ORC to address truancy concerns. Lastly our ORC, counselors and admin conducting home visits when necessary with habitual truant students. The culture and climate at Frank have led to students wanting to come to school. This is undoubtedly apparent when looking at our wait list which is the longest in schools history.

Lastly we revamped our opportunity program to better address our tier 3 students needs. This included some improvements in teacher collaboration, scheduling, SST follow through and the utilization of RJ circles.

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

Budget concerns created some challenges in regards to handling discipline. Budget reductions caused a drop in 0.5 of an AP position. This created some challenges on how we divided supervision and discipline workload amongst administration. Additionally we were not able to fill a para professional position in opportunity. This was a reduction in support from previous years with our most at risk students.

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.

Budget concerns continue to be a challenge with the reduction of a full 1.0 AP, 2 clerical positions and 3 campus supervisor positions. The strategy to deal with this include a redistribution in responsibilities amongst admin, clerical and counselors.

For suspension rate our goal is to drop another 2.0% which will place our suspension rate at 3.72% which would be at or near the state average for middle schools. Additionally we will be working to address equity issues as it relates to suspensions of various races, EL learners, low SES students, foster students and special education students.

For truancy rate our goal is to drop another 0.5% which would place us at 2.94% which is lower than state, county and district averages for middle schools.

One of our methods to improve in the area of PBIS which would undoubtedly lead us to improve our suspension and truancy rates is to align our practices with the PBIS CA coalition. This group works to create a system that looks at evidence based approaches to student behavior with the goal of maintaining fidelity within PBIS. Our goal is to be a PBIS Gold winner. One step in this process is to look at procedures and tier one interventions that are done in the classroom. Part of this focus will include some PD for teachers in regards to what that protocol looks like.

Lastly we have secured a grant with city impact that is a partnership that allows us to have two student mentors on campus five days a week for 4 years. These mentors will be working with our seventh grade students with next year being both 7th and 8th grades.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation rates at meetings/activities: Back to school night, ELAC, SSC, PTO	Not applicable. New administration.	The 2017-2018 school year will be the baseline.

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)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Title I parent information presented at Back to School Night.

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)

	No additional cost

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Parent compact distributed to all parents.

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)
	No additional cost

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Outreach coordinator teaches parent empowerment classes in the evening throughout the school year.

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

Amount(s)	Source(s)
2000	Discretionary 4000-4999: Books And Supplies Parent Project Materials

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Parent conferences are held throughout the year in order to communicate student progress.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Staff works in collaboration with parents during IEP and SST meetings.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

ELAC meetings are held monthly to communicate EL student progress as well as develop plans for EL student success with parents and stakeholders.

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)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

ORC provides outreach to communities and families on a regular basis. Food care packages are distributed to families in need.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ORC salary (see goal 1, activity 2)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Counselors routinely meet with parents to review students academic progress as well as their social emotional well being.

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)
	Counselors' salaries (see goal 1 above)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

PTO meets on a regular basis. Parents are encouraged to attend in order to provide input.

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)
	No additional cost

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Parent workshop: Conference for parents/ Project 2 Inspire

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)
	No additional cost

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.

We did a number of things at Frank to provide parents with a welcoming environment for them to be engaged in a productive way for the academic and socio emotional health of their child. Our ELAC and SSC committees involve parents with the decision making at our school. Our PTO works with our community for fundraising opportunities such as our McDonalds night and our Skating Plus night. Parents also participate in IEP, SST and 504 meetings where they are direct partners in the decision making concerning their child. Additionally our counselors work with our criteria 2 students to discuss strategies to increase success. We also have a number of different events that welcome parents onto our campus. We have our open house every year where parents are welcomed onto campus in order to meet teachers and ask questions. At RJ Frank we had our first EL student empowerment night where we had parents of EL students come and we had a guest speaker.

Every year we also have our RJ Frank showcase night where we highlight all of our electives and special programs for the community. We also hold sports awards banquets that are highly attended by parents every year. At Frank we held an internet safety discussion for parents so they can be more educated on how to support their child's safe use of the internet. Lastly we participated in project 2 inspire which gives our parents some practical tools on how to help their child be successful.

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

Budget reductions did have some impact on our delivery of programs to parents. Reduction in our AP position created a redistribution of roles and responsibilities to counselors and the admin which then created less time to plan and delivery intended programs. Furthermore clerical was reduced which caused less time to do the work load. Lastly we could not provide food at our parent meetings due to budget constraints which directly impacts our goal at attending to our parents through Maslow's hierarchy of needs.

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.

Additionally this next year we plan to add a few items to ensure that our parents feel connected to our school. One of those programs is our mother-daughter group which meets periodically and is funded through our city's public health department. We are also planning on adding in some coffee with the principal meetings so that parents can have access to the principal. As a metric to determine effectiveness of parent engagement we will utilize the healthy kids survey that is sent to parents every year.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$154,141.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$400,996.00

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	Amount ($)
Title I	$135,695.00
Title III	$18,446.00

Subtotal of additional federal funds included for this school: $154,141.00

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

State or Local Programs	Amount ($)
Discretionary	$75,635.00
LCFF - Intervention	$43,420.00
LCFF - Targeted	$127,800.00

Subtotal of state or local funds included for this school: $246,855.00

Total of federal, state, and/or local funds for this school: $400,996.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	135,695.00	0.00
Title III	18,446.00	0.00
LCFF - Targeted	127,800.00	0.00
LCFF - Intervention	43,420.00	0.00
Discretionary	75,635.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	75,635.00
LCFF - Intervention	43,420.00
LCFF - Targeted	127,800.00
Title I	135,695.00
Title III	18,446.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	139.00
2000-2999: Classified Personnel Salaries	Discretionary	41,796.00
4000-4999: Books And Supplies	Discretionary	30,700.00
5700-5799: Transfers Of Direct Costs	Discretionary	3,000.00
	LCFF - Intervention	21,603.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	21,817.00
	LCFF - Targeted	12,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	50,400.00

2000-2999: Classified Personnel Salaries	LCFF - Targeted	42,300.00
4000-4999: Books And Supplies	LCFF - Targeted	7,600.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	9,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	63,337.00
2000-2999: Classified Personnel Salaries	Title I	66,976.00
4000-4999: Books And Supplies	Title I	2,882.00
5000-5999: Services And Other Operating Expenditures	Title I	2,500.00
2000-2999: Classified Personnel Salaries	Title III	16,623.00
4000-4999: Books And Supplies	Title III	1,323.00
5000-5999: Services And Other Operating Expenditures	Title III	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	382,036.00
Goal 2	16,960.00
Goal 3	2,000.00

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Dr. Richard Caldwell	Principal
Erika Alstot	Classroom Teacher
Kristin Storey	Classroom Teacher
Crystal Reagan	Classroom Teacher
Natalie McCallick	Classroom Teacher
Amber Pergeson	Other School Staff
Alma Romero	Parent or Community Member
Lupita Avila	Parent or Community Member
Salvador Palomo	Parent or Community Member
Francisco Aguilar	Secondary Student
Kimberly Ascencio	Secondary Student
Alyssa Zaragoza	Secondary Student

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
	School Site Council
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 16, 2018.

Attested:

	Principal, Dr. Richard Caldwell on 10/16/2019
	SSC Chairperson, Ms. Kristen Storey on 10/16/2019

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/

Developed by the California Department of Education, January 2019