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
Curren School K-8	56725386055263	10/14/19	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.

As described within our Vision and Mission Statement, Curren School is committed to providing the best educational program possible for our students. Our vision of empowering all students not just to know, but to become is our daily challenge. We want students to become mathematicians, not just know Math. All that we have as educators at Curren, we can (and do) give to our students, but more importantly we want them to obtain it for themselves. Owning their own learning is an important quality and emphasis within our mission statement. Empowering students to exercise their growing autonomy, discover opportunities for carving their own versions of success, and ensure they become responsible members of our global society allows us to focus on differentiation and the whole child. Our focus for this year will continue to be: Common Core Standards, 21st century skills, use of technology, differentiated instruction, social, emotional and behavior support, and community engagement. We will concentrate on a clear set of math skills and concepts aimed to solve real-world problems as well as literacy skills centered on reading comprehension and oracy. Curren's plan is to be dynamic and intentional with instruction and build professional learning communities (PLCs) to support this endeavor. Offering a rigorous academic curriculum taught using data driven instructional practices will require collaboration and practice. This year Curren is focusing on providing the time and support needed for both students and staff to be able to explore and create a deep understanding of the standards and their application to learning. Through these efforts with our students, we will look to build life-long learners prepared to meet the demands of an ever-changing world. Critical thinking, creativity, communication, collaboration, and character (the 5 Cs) will be focal points across content areas. While academic excellence is our focus, we also encourage and teach character education as well as leadership. In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational

success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. Our Back to School Night, Math and Literacy Nights, along with monthly Coffee with the Principal meetings, further support and foster meaningful and productive parental opportunities to participate in their child's academic and social-emotional growth.By achieving high academic standards across all content areas, supporting the socio-emotional growth of our students in a safe, positive learning environment, and strengthening our home-school partnerships to increase parental involvement, Curren School will meet the goals identified within this School Plan for Student Achievement.

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Comprehensive Needs Assessment Components

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

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

Based on classroom observations, the needs of EL Learners should be a focus. Specifically teachers should be trained and provided opportunities to review ELD standards and what those practices look like as described in Goal 1. Classroom observations revealed the need for teachers to have more meaningful opportunities to collaborate and review data related to the Common Core State Standards and STAR 360 tests. Dual Language Immersion teachers need specific time to collaborate as Spanish/English counterparts to work on the bridging and unit mapping. Professional development and collaboration centered on progress monitoring using various data points such as STAR 360 and the LLI program would help improve the overall reading level of our students. Math continues to be an area of concern. Rigor, higher levels of depth of knowledge, and critical thinking is required so the instruction matches the standards.

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)

State and local assessments indicate the need to improve instruction in the areas of ELA and Math, specifically with English Learners. English Learners were our lowest performers on state tests. Currently the universality of mathematical symbols are not transferring to English and the scores indicate a need to improve reading comprehension and literacy in order to achieve higher performance. Based on assessment results, lessons should integrate the knowledge and skills ELLs have from another subject area into their literacy instruction.

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

The school and district use an assessment calendar with expectations for assessment. Frequent administration of specific assessments such as STAR 360 Reading and Math allow the school to adequately monitor student progress. Curriculum-embedded assessments from Wonders, Maravillas, and Study Sync can be used for diagnostic purposes and provide intervention when needed. These forms of assessment provide meaningful sources of information for teachers. They in turn use this information to identify what the students comprehended and what they need to work on. Data from assessments provides valuable information on the desired learning goals. Learning goals and instruction are then modified to meet the accommodate differences in students' learning styles and intelligences.

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)

Teacher collaboration is set for the school year at the beginning of each year. Tuesday after school is dedicated time for collaboration. Teachers meet at least twice a month in grade levels to review data such as STAR 360, CAASPP assessments, and EL data to help drive instruction. Teachers also look at present levels of performance of students in their class to adjust units/lessons as needed to ensure the standards are being taught in a clear, intentional method that is student focused. Teachers are also afforded meaningful opportunities to participate in site-based Professional Development workshops on Tuesdays. Three to four mini workshops are presented each month (on a given Tuesday) and teachers can choose to improve instruction in the classroom. Topics include AVID strategies, SMART Goals, Classroom Management, STAR 360, and integration and implementation of IABs in classroom instruction.

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)

Teachers and classes provide students with multiple services which enable them to meet the standards. Within the classroom, small group intervention is used to help underperforming students. Sentence frames, word walls, graphic organizers, guided reading, and math mindset are tools utilized to accommodate differences in students' learning styles and intelligences. A Reading Specialist works with students in grades K-2. Instructional Aides and other adult support in the classroom help to assist in bringing students up to the standard. After school tutoring is offered specifically for at-risk and underperforming students.

Evidence-based educational practices to raise student achievement

Curren school uses a variety of evidence-based educational practices to raise student achievement. Teachers provide clear and effective learning feedback, clarity with regards to learning goals, expectations, and assessment results as referenced in Goal 1 Actions 9 and 15. Students set and monitor reading goals with use of the Accelerated Reader program and are rewarded based on performance (see Goal 1 Action 9 and Action 24). Discovery based teaching is implemented using the Foss Kits that align with the NGSS standards (Goal 1 Action 7). Tutoring and reteaching are used to help raise student achievement (See Goal 1 Action 11)

Parental Engagement

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

Parents are involved in school activities via School Site Council, English Language Advisory Council, Parent Teacher Association, organizing student events, classroom volunteering, parent conferences, coaching sports and advising student clubs.

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)

Stakeholders are involved in the process and implementation of ConApp programs on campus. Parent/Community led groups such as our English Learners Advisory Committee play an important role on campus from volunteer opportunities to ensuring that our English Learner students' needs are met and resources are available for them. For example, the parents requested that we have culturally relevant family nights to promote a strong community at the school. They participate in and attend the local California Association of Bilingual Education (CABE) Conference. Teachers organize after school tutoring that is specific for socioeconomically disadvantaged students and English Learners. This year, academic "bootcamps" were organized to provide students with another resource after school to prepare for important assessment such as the ELPAC test and CAASPP.

<u>Funding</u>

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

Title I funds are used to support underperforming students in the area of first instruction. Looking at past data, the school identified a need to improve first instruction and focus on implementing Common Core State Standards. This year two ISPs were identified as a way to promote and provide opportunities for teacher collaboration. ISPs will act as Collaboration Support Providers (CSP) by relieving the teachers for 1-2 hours to collaborate on a bi-weekly basis. Teachers will utilize this time to review data, collaborate, and plan standards based lessons to help underperforming students meet the standards.

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

Once student achievement data is made available, the Site Leadership Team meets to analyze the data to determine students' academic and social/emotional/behavioral needs. Data is shared with and input is elicited from ELAC, PTA and school staff. The School Site Council then analyzes the data, takes recommendations from the other stakeholder groups and aligns the agreed upon actions with the budget.

Resource Inequities

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

Shortage of substitutes did not allow for dedicated days set aside for teacher collaboration this past year. Many times, collaboration dates were cancelled as a result of no coverage.

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	0.1%	0.19%	%	1	2	
African American	0.9%	0.96%	%	9	10	
Asian	%	0.19%	%		2	
Filipino	%	0.29%	%		3	
Hispanic/Latino	95.7%	95.20%	%	990	991	
Pacific Islander	0.1%	%	%	1		
White	2.9%	2.79%	%	30	29	
Multiple/No Response	%	%	%			
			Total Enrollment	1,035	1041	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	98	96	
Grade 1	98	98	
Grade 2	117	108	
Grade3	120	116	
Grade 4	127	123	
Grade 5	134	136	
Grade 6	133	140	
Grade 7	101	123	
Grade 8	107	101	
Total Enrollment	1,035	1,041	

Conclusions based on this data:

Curren school's enrollment and demographics have remained largely unchanged from last year. The data shows that the majority of our school population is of Hispanic or Latino origin so culturally relevant activities and lessons in class are needed to involve our families and make connection to prior knowledge and background information about our students. Grades are evenly distributed with no large discrepancies in enrollment by cohorts. Full implementation of Dual Language Immersion program in Kindergarten and 1st grade have not changed the enrollment of the school.

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	546			52.8%		
Fluent English Proficient (FEP)	228			22.0%		
Reclassified Fluent English Proficient (RFEP)	62			11.1%		

Conclusions based on this data:

The number of English Learners continues to be above 50% of our student population. With the change from the CELDT test to the ELPAC, the reclassification data has fluctuated depending on the school year and test. In 2018-2019 74 students met the criteria to reclassify. With a change in the reclassification process that number will drop this year which will impact they amount of RFEP students. 97% of our English Learners primary language is Spanish. It is important to have culturally relevant topics and opportunities for students to make connections to their Native Language in class. One area of concern continues to be Long-Term English Learners (LTELs). The number of students that reclassify in later grades is significantly lower than grades 3-5.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	120	105	102	120	103	100	120	103	100	100	98.1	98
Grade 4	126	121	101	125	121	100	125	121	100	99.2	100	99
Grade 5	132	133	116	131	132	115	131	132	115	99.2	99.2	99.1
Grade 6	129	140	133	129	138	133	129	138	133	100	98.6	100
Grade 7	97	125	131	96	122	130	96	122	130	99	97.6	99.2
Grade 8	108	96	119	108	96	116	108	96	116	100	100	97.5
All Grades	712	720	702	709	712	694	709	712	694	99.6	98.9	98.9

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2377.	2380.	2397.	8.33	11.65	17.00	17.50	14.56	19.00	24.17	30.10	27.00	50.00	43.69	37.00
Grade 4	2420.	2400.	2409.	8.80	9.09	11.00	22.40	13.22	14.00	21.60	22.31	26.00	47.20	55.37	49.00
Grade 5	2425.	2439.	2437.	2.29	4.55	5.22	17.56	21.21	20.87	23.66	19.70	20.87	56.49	54.55	53.04
Grade 6	2456.	2439.	2456.	0.78	0.72	0.75	17.05	12.32	14.29	34.11	28.26	34.59	48.06	58.70	50.38
Grade 7	2487.	2452.	2492.	0.00	1.64	5.38	20.83	13.11	20.00	37.50	22.13	29.23	41.67	63.11	45.38
Grade 8	2519.	2502.	2499.	3.70	1.04	2.59	25.00	19.79	18.10	33.33	37.50	33.62	37.96	41.67	45.69
All Grades	N/A	N/A	N/A	4.09	4.63	6.48	19.89	15.59	17.72	28.63	26.12	28.82	47.39	53.65	46.97

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.33	11.65	18.00	38.33	41.75	44.00	53.33	46.60	38.00
Grade 4	11.20	8.26	8.00	45.60	38.84	43.00	43.20	52.89	49.00
Grade 5	3.82	8.33	8.70	41.98	44.70	44.35	54.20	46.97	46.96
Grade 6	3.10	2.17	4.51	38.76	29.71	35.34	58.14	68.12	60.15
Grade 7	4.17	4.92	6.15	40.63	26.23	39.23	55.21	68.85	54.62
Grade 8	14.81	5.21	7.76	38.89	38.54	40.52	46.30	56.25	51.72
All Grades	7.48	6.60	8.50	40.76	36.38	40.78	51.76	57.02	50.72

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	12.50	7.77	13.00	37.50	46.60	49.00	50.00	45.63	38.00
Grade 4	12.00	7.44	9.00	49.60	38.84	49.00	38.40	53.72	42.00
Grade 5	6.11	12.12	6.96	42.75	36.36	46.96	51.15	51.52	46.09
Grade 6	5.43	0.72	2.26	40.31	36.23	46.62	54.26	63.04	51.13
Grade 7	7.29	5.74	5.38	48.96	37.70	54.62	43.75	56.56	40.00
Grade 8	7.41	5.21	6.03	54.63	61.46	43.97	37.96	33.33	50.00
All Grades	8.46	6.46	6.77	45.28	41.85	48.41	46.26	51.69	44.81

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	6.67	6.80	15.00	63.33	62.14	68.00	30.00	31.07	17.00
Grade 4	5.60	5.79	10.00	48.80	68.60	59.00	45.60	25.62	31.00
Grade 5	5.34	6.82	5.22	50.38	47.73	46.09	44.27	45.45	48.70
Grade 6	3.88	3.62	5.26	65.12	54.35	57.89	31.01	42.03	36.84
Grade 7	10.42	0.82	5.38	48.96	43.44	60.77	40.63	55.74	33.85
Grade 8	6.48	4.17	5.17	72.22	62.50	62.07	21.30	33.33	32.76
All Grades	6.21	4.63	7.35	58.11	55.90	58.79	35.68	39.47	33.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	12.50	17.48	14.00	46.67	43.69	45.00	40.83	38.83	41.00
Grade 4	9.60	11.57	13.00	52.80	39.67	38.00	37.60	48.76	49.00
Grade 5	9.16	13.64	6.96	38.93	41.67	46.96	51.91	44.70	46.09
Grade 6	6.20	10.14	7.52	50.39	46.38	48.12	43.41	43.48	44.36
Grade 7	11.46	8.20	13.85	51.04	36.89	44.62	37.50	54.92	41.54
Grade 8	12.96	8.33	9.48	48.15	57.29	43.10	38.89	34.38	47.41
All Grades	10.16	11.52	10.66	47.81	43.82	44.52	42.03	44.66	44.81

Conclusions based on this data:

When comparing student cohort data from previous years, we have made slight progress in the area of Language Arts. From grades 3-8, we made between 2-9% growth in the Met/Exceeds area. In grades 6th and 8th, the percentage of students in the M/E category has fluctuated depending on the year. None the less, two thirds of our students continue to perform below grade level. The areas of greatest concern is in written language and research/inquiry. Students continue to struggle with analyzing and presenting information. Further examination of the data revealed that processing the text and application were areas. In order to improve writing and research, students need to have better reading comprehension skills.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	120	105	102	120	103	100	120	103	100	100	98.1	98
Grade 4	126	121	101	125	121	98	125	121	100	99.2	100	97
Grade 5	132	133	116	131	133	115	130	133	115	99.2	100	99.1
Grade 6	129	140	133	129	138	133	129	138	133	100	98.6	100
Grade 7	97	125	131	96	122	130	96	122	131	99	97.6	99.2
Grade 8	108	96	119	108	96	116	108	96	116	100	100	97.5
All Grades	712	720	702	709	713	692	708	713	695	99.6	99	98.6

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2386.	2386.	2404.	4.17	0.97	14.00	19.17	23.30	20.00	32.50	29.13	28.00	44.17	46.60	38.00
Grade 4	2416.	2413.	2417.	0.00	4.13	1.02	17.60	14.05	17.35	34.40	33.06	33.67	48.00	48.76	47.96
Grade 5	2407.	2420.	2420.	0.77	0.75	2.61	4.62	3.01	5.22	16.92	29.32	24.35	77.69	66.92	67.83
Grade 6	2427.	2417.	2425.	0.00	1.45	0.75	5.43	4.35	4.51	28.68	23.19	22.56	65.89	71.01	72.18
Grade 7	2447.	2432.	2434.	0.00	0.82	2.31	5.21	6.56	3.85	35.42	21.31	26.15	59.38	71.31	67.69
Grade 8	2465.	2455.	2446.	1.85	0.00	0.00	6.48	5.21	4.31	27.78	23.96	17.24	63.89	70.83	78.45
All Grades	N/A	N/A	N/A	1.13	1.40	3.18	9.89	8.98	8.53	28.95	26.65	25.00	60.03	62.97	63.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.00	9.71	19.00	28.33	35.92	37.00	56.67	54.37	44.00
Grade 4	3.20	7.44	4.08	31.20	20.66	28.57	65.60	71.90	67.35
Grade 5	3.08	2.26	4.35	8.46	17.29	14.78	88.46	80.45	80.87
Grade 6	0.00	2.17	0.75	22.48	16.67	16.54	77.52	81.16	82.71
Grade 7	1.04	3.28	3.08	23.96	20.49	20.00	75.00	76.23	76.92
Grade 8	2.78	0.00	0.86	22.22	16.67	13.79	75.00	83.33	85.34
All Grades	4.24	4.07	4.91	22.60	20.90	21.10	73.16	75.04	73.99

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.83	6.80	18.00	43.33	49.51	37.00	45.83	43.69	45.00
Grade 4	4.80	5.79	9.18	38.40	36.36	35.71	56.80	57.85	55.10
Grade 5	2.31	1.50	1.74	18.46	39.10	36.52	79.23	59.40	61.74
Grade 6	0.78	1.45	3.01	27.13	28.26	24.81	72.09	70.29	72.18
Grade 7	2.08	0.82	3.08	37.50	30.33	31.54	60.42	68.85	65.38
Grade 8	3.70	2.08	2.59	31.48	41.67	34.48	64.81	56.25	62.93
All Grades	4.10	2.95	5.78	32.34	36.89	32.95	63.56	60.17	61.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.50	7.77	15.00	45.83	53.40	48.00	46.67	38.83	37.00
Grade 4	5.60	9.09	7.14	44.80	33.06	35.71	49.60	57.85	57.14
Grade 5	3.08	1.50	1.74	23.08	35.34	31.30	73.85	63.16	66.96
Grade 6	2.33	3.62	3.01	32.56	33.33	33.08	65.12	63.04	63.91
Grade 7	0.00	1.64	3.08	40.63	43.44	37.69	59.38	54.92	59.23
Grade 8	3.70	1.04	0.86	38.89	37.50	37.07	57.41	61.46	62.07
All Grades	3.81	4.07	4.77	37.29	38.85	36.85	58.90	57.08	58.38

Conclusions based on this data:

Based on a cohort analysis, Math is the greatest area of concern according to the data. Student performance did not increase in most grade levels and has plateaued the past 3 years in general. Roughly only 1 in 10 students are on grade level and scores have not increased with each year of CAASPP. The percentage of students that meet or exceed the standards decrease with each grade. This indicates the needs to review and analyze the Common Core State Standards and the importance of first instruction. Teachers need more time to work on student-centered lesson that focus on applying mathematical concepts and procedures to real-life situations. Students also need to be able to support and explain their mathematical conclusions. Data analysis should be based on summative and interim assessments that allow teachers to see student growth, areas of concerns, and if class instructions matches what the key details and structure of the standard are.

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:

English Language Learners continue to be a significant portion (45%) of our school demographics. The three areas that the data shows a need to improve are: Written Language, Writing Level, and Reading Level. Beginning level scores in upper grades, especially for students that have been at our school for multiple years, shows a need to provide explicit instruction in vocabulary. Multiple exposures to a word are needed in order for that word to become part of the lexicon and allow for the students to transfer to written language. The data shows a need to provide opportunities to read narrative and expository text as those are examples of well-developed language skills and needed to interpret information.

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**
1,041	**88.0%**	**51.4%**	**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	535	51.4%
Foster Youth	6	0.6%
Homeless	3	0.3%
Socioeconomically Disadvantaged	916	88.0%
Students with Disabilities	103	9.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.0%
American Indian	2	0.2%
Asian	2	0.2%
Filipino	3	0.3%
Hispanic	991	95.2%
Two or More Races	4	0.4%
White	29	2.8%

Conclusions based on this data:

Curren school's demographics have remained largely unchanged from last year. Special population groups of Socioeconomically Disadvantage and English Learners continue to be a significant portion of the school enrollment. Greater emphasis is needed to ensure that goals and strategies are aligned to serve our student demographics and special population groups. Another special population group that has seen an increase in enrollment percentage at the school is students with disabilities. The data shows that the majority of our school population is of Hispanic or Latino origin so culturally relevant activities and lessons in class are needed to involve our families and make connection to prior knowledge and background information about our students.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Red		
English Learner Progress No Performance Color		

Conclusions based on this data:

Math continues to be the area needing the most attention followed by English Language Arts. English learners continue to perform below grade level. Absenteeism has improved, but there still is a large portion of students (roughly 8%) that miss significant amounts of instructional days. Suspension rates increased from the previous year as did socioeconomically disadvantaged students being suspended. English Learners, McKinney-Vento, and Foster Youth suspension rates decreased, though there still is a disproportionality within student group suspension rates.

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**
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 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
Red	Red	No Performance Color
74 points below standard	85.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.1 points	Declined -11.6 points	
691 students	484 students	5 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
Less than 11 Students - Data Not Displayed for Privacy	79.3 points below standard	147.6 points below standard
	Declined -15 points	Declined -32.5 points
7 students	617 students	83 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
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
4 students	1 students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
74.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	15.7 points below standard
Declined -11 points	2 students		Increased 3.9 points
670 students			14 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**
121.4 points below standard	57.2 points below standard	59.6 points below standard
Declined -20.3 points	Declined -30.2 points	Declined -18.1 points
216 students	268 students	152 students

Conclusions based on this data:

Academic Performance for English Language Arts remained the same as previous years. Hispanic students performed below or near standard and make up a significant portion of our school demographics. SED students performed slightly better than non-SED students in ELA, but both groups are below the standard. Distance from met (DFM) varied according to grades and special population groups. SED was -19 DFM which shows growth. English Learners' DFM was -126 which indicates a need to improve ELD instruction and ensure that ELs are able to access the curriculum and are given the tools needed to succeed.
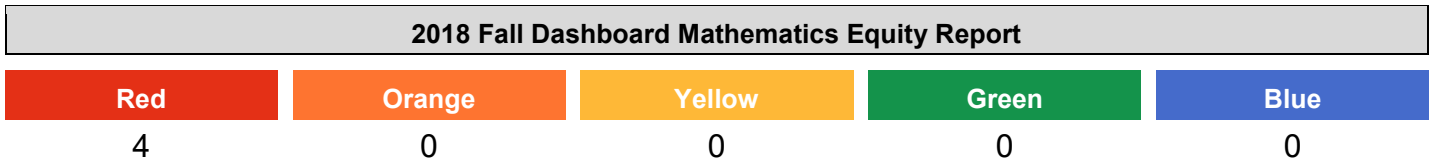
School and Student Performance Data

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
105.2 points below standard	116.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.7 points	Declined -9.1 points	5 students
691 students	484 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
Less than 11 Students - Data Not Displayed for Privacy	110 points below standard	169.4 points below standard
7 students	Declined -7.4 points	Declined -5 points
	617 students	83 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
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
4 students	1 students		

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	No Performance Color
106.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	56.6 points below standard
Declined -4.3 points	2 students		Declined -10 points
670 students			14 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**
138.1 points below standard	98.4 points below standard	85.1 points below standard
Declined -13.5 points	Declined -22.4 points	Increased 5.4 points
216 students	268 students	152 students

Conclusions based on this data:

All significant subgroups continue to decline in distance from met (DFM). An estimated 87% of our students across the whole school are not on grade level and their performance and data indicates that there has not been significant growth towards meeting grade level standards. There was little positive movement in comparison to our student populations that were tested. English Learners and SED students had positive movement, but only in the areas of standard not met to nearly met. The data shows a need to re-evaluate first instruction and how to improve the mathematical teaching strategies and practices. Lessons should reflect the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning seeing as performance continues to fall below grade standard and the DFM is increasing. Habits of mind need to be developed in both standard practice and standard content to ensure the students can make positive movement towards grade level in the subject of Math.

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
450	24.9%	42.4%	23.1%	9.6%

Conclusions based on this data:

The number of English Learners continues to be around 45-50% of our student population. Overall, English Learners increased 6% The data reflects a need to progress monitor English Learners closely in the areas of math and ELA as they declined in both areas in SBAC scores. The majority of students tested this past year performed in the Beginning stage of English Language Development. 31% and 39% of students are Somewhat to Moderately Developed with their English Language skills. Based on the ELPAC scores it indicates a need to ensure instruction meets the needs of our students. Students at the Level 2 use English to meet immediate communication needs, but often are not able to use English to learn and communicate on topics and content areas. In class settings, they need moderate-to-light linguistic support to engage in familiar social and academic contexts such as sentence framers and starters. Scaffolding is needed to provide substantial-to-moderate support to communicate on less familiar tasks and topics.

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

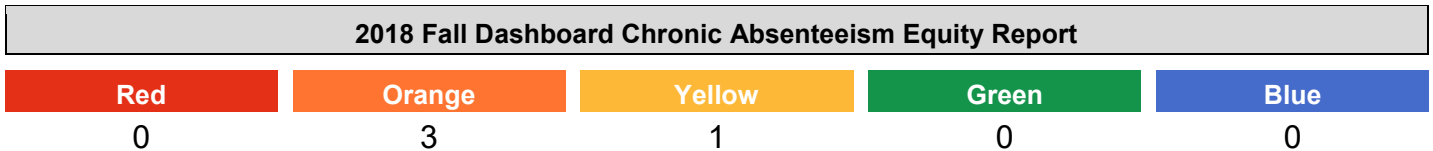**Conclusions based on this data:**

N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
7.9% chronically absent	7.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.4%	Increased 0.7%	6 students
1076 students	558 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	8.2% chronically absent	13% chronically absent
9 students	Increased 0.6%	Maintained 0.3%
	957 students	131 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Color

9.1% chronically absent

Maintained 0%

11 students

American Indian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

Asian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

Filipino

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3 students

Hispanic

Yellow

8% chronically absent

Maintained 0.3%

1024 students

Two or More Races

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

5 students

Pacific Islander

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

0 students

White

No Performance Color

6.9% chronically absent

Increased 3.9%

29 students

Conclusions based on this data:

Special population groups within our school demographics continue to be at-risk of chronic absence. Special Education, Socioeconomically Disadvantaged and English Learners have higher percentages of chronic absenteeism as compared to their peers. These groups indicate the need for a higher tier of support. This extra support should focus on the student and families building strong, positive and caring relationships with school staff and other students, connect to engaging learning activities and overcome any barrier to attendance.

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:

N/A
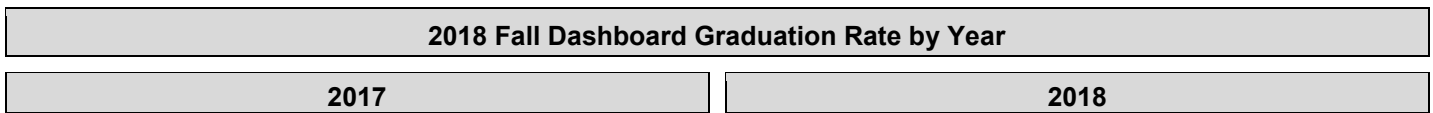
School and Student Performance Data

Conditions & Climate
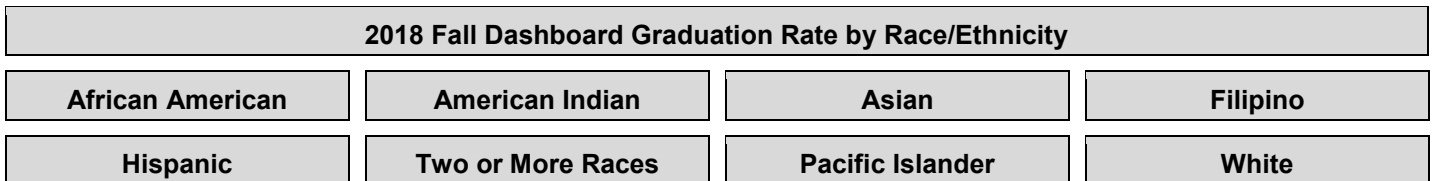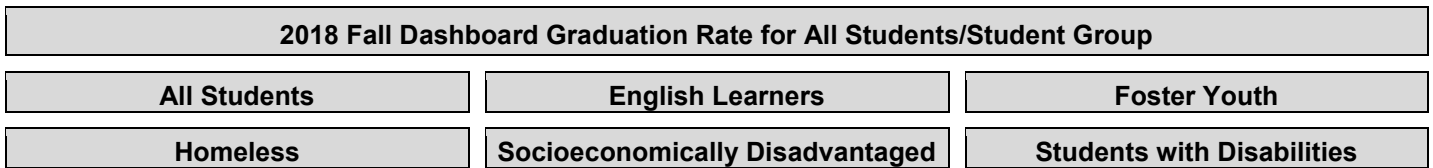## Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

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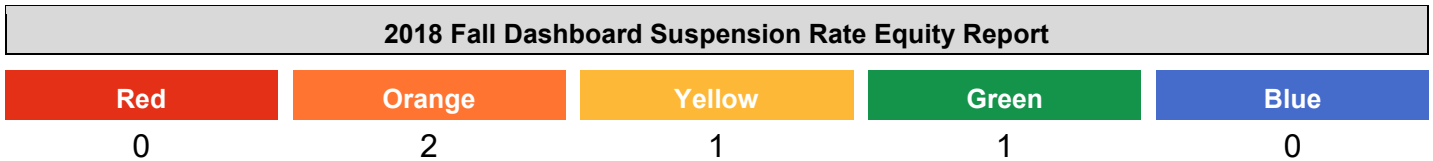
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	No Performance Color
3.8% suspended at least once	2.3% suspended at least once	Less than 11 Students - Data Not
Increased 0.6%	Declined -0.8%	6 students
1094 students	570 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not	4.2% suspended at least once	4.5% suspended at least once
9 students	Increased 1.1%	Declined -1%
	973 students	134 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
9.1% suspended at least once	Less than 11 Students - Data 2 students	Less than 11 Students - Data 2 students	Less than 11 Students - Data 3 students
Increased 9.1% 11 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
3.8% suspended at least once	Less than 11 Students - Data 5 students	0 Students	3.4% suspended at least once
Increased 0.6% 1042 students			Increased 0.4% 29 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.8% suspended at least once	3.2% suspended at least once	3.8% suspended at least once

Conclusions based on this data:

Suspension rates increased from the previous year as did socioeconomically disadvantaged students being suspended. English Learners, McKinney-Vento, and Foster Youth suspension rates decreased, though there still is a disproportionality within these special student groups and their suspension rates. Tiered level of support is needed to combat the difference in discipline. According to the data, an emphasis on alternate means of corrections will allow students to remain in their instructional setting. The levels of disproportionality indicate a need for culturally responsive pedagogy, trauma informed practices, and restorative justice opportunities at school to reduce the overall suspension rate and specifically address the variance in special population groups.

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.	Current 3rd grade students had 36% meet or exceed the standards. Current 4th grade students had 25% meet or exceed the standards. Current 5th grade students had 26% meet or exceed the standards. Current 6th grade students had 15% meet or exceed the standards. Current 7th grade students had 25% meet or exceed the standards. Current 8th grade students had 21% meet or exceed the standards.	3rd grade students in the Met and Exceeded categories of CAASPP will increase at least 12% in ELA. 4th grade students in the Met and Exceeded categories of CAASPP will increase at least 12% in ELA. 5th grade students in the Met and Exceeded categories of CAASPP will increase at least 12% in ELA. 6th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in ELA. 7th grade students in the Met and Exceeded categories of CAASPP will increase at least 12% in ELA. 8th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	Current 3rd grade students had 34% meet or exceed the standards. Current 4th grade students had 19% meet or exceed the standards. Current 5th grade students had 8% meet or exceed the standards. Current 6th grade students had 6% meet or exceed the standards. Current 7th grade students had 6% meet or exceed the standards. Current 8th grade students had 4% meet or exceed the standards.	3rd grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in Math. 4th grade students in the Met and Exceeded categories of CAASPP will increase at least 12% in Math. 5th grade students in the Met and Exceeded categories of CAASPP will increase at least 11% in Math. 6th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in Math. 7th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in Math. 8th grade students in the Met and Exceeded categories of CAASPP will increase at least 10% in Math.
STAR 360 ELA	25% of current 2nd grade students are at or above proficient according to California CAASPP benchmark for Fall Reading assessment. 19% of current 3rd grade students are at or above proficient according to California CAASPP benchmark for Fall Reading assessment. 35% of current 4th grade students are at or above proficient according to California CAASPP benchmark for Fall Reading assessment. 31% of current 5th grade students are at or above proficient according to California CAASPP benchmark for Fall Reading assessment. 18% of current 6th grade students are at or above proficient according to	2nd grade students at or above proficient according to the California CAASPP benchmark for Reading will increase by 15% by the end of the year. 3rd grade students at or above proficient according to the California CAASPP benchmark for Reading will increase by 10% by the end of the year. 4th grade students at or above proficient according to the California CAASPP benchmark for Reading will increase by 15% by the end of the year. 5th grade students at or above proficient according to the California CAASPP benchmark for Reading will increase by 15% by the end of the year. 6th grade students at or above proficient according to the California CAASPP benchmark

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	California CAASPP benchmark for Fall Reading assessment. 20% of current 7th grade students are at or above proficient according to California CAASPP benchmark for Fall Reading assessment. 27% of current 8th grade students are at or above proficient according to California CAASPP benchmark for Fall Reading assessment.	for Reading will increase by 10% by the end of the year. 7th grade students at or above proficient according to the California CAASPP benchmark for Reading will increase by 15% by the end of the year. 8th grade students at or above proficient according to the California CAASPP benchmark for Reading will increase by 15% by the end of the year.
STAR 360 Math	22% of current 2nd grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment. 14% of current 3rd grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment. 30% of current 4th grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment. 8% of current 5th grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment. 10% of current 6th grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment. 9% of current 7th grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment. 10% of current 8th grade students are at or above proficient according to California CAASPP benchmark for Fall Math assessment.	2nd grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 15% by the end of the year. 3rd grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 10% by the end of the year. 4th grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 15% by the end of the year. 5th grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 13% by the end of the year. 6th grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 11% by the end of the year. 7th grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 15% by the end of the year. 8th grade students at or above proficient according to the California CAASPP benchmark for Math will increase by 10% by the end of the year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC/Reclassification	117 English Learners scored a 3 on the ELPAC last year. 26 students scored a 4 on the ELPAC	The number of English Learners that score a 4 on the ELPAC will increase by 30%.

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

Strategy/Activity

Fully implement the ELA and Math CCSS and ELD standards in all grade levels using the board adopted materials.

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

Amount(s)	Source(s)
	District Funded Curriculum

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 students, but emphasis placed on English Learners and SED students

Strategy/Activity

AVID electives (4) will be available for grades 6-8 to promote college readiness and implementation of AVID strategies: binder checks, Cornell Notes and WICOR Strategies. AVID Tutors will support AVID strategies in the elective classes. Field trips to local colleges and universities will support college readiness and create a college atmosphere on campus.

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

Amount(s)	Source(s)
4000	LCFF - Intervention Materials and Supplies - Cost of binders and AVID Supplies
0	District Funded AVID Tutors
6000	LCFF - Targeted Field trip transportation
2000	LCFF - Targeted Teacher Substitutes for teachers to attend College Field Trips

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

Grades 3-8 will use interim Assessment Blocks (IABs) from CAASPP website to support ELA and Math standards

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	
4500	LCFF - Intervention Teacher extra hours - data analysis and collaboration on CAASPP. CAASPP Boot camp before test.

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.

All Students

Strategy/Activity

Provide print materials and supplemental curricular materials to support core language arts and math instruction.

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

Amount(s)	Source(s)
3150	Discretionary Maintenance Agreements--laminator, duplo, copy machines

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.

English Learners

Strategy/Activity

Monitor student progress and develop appropriate action plans for instruction for English Learners.

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

Amount(s)	Source(s)
0	District Funded PLC Meetings (Collaboration)
1400	Title III Teacher Extra Hours - Monitor progress and create action plans for EL
2500	Title III CABE Conference - Teacher and Parents

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.

English Learners, Migrant, and SED

Strategy/Activity

1st-5th grade reading intervention via LLI Program based on STAR 360 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)
0	District Funded No Cost (previously purchased)
14600	Title I Instructional Assistant - Intervention support in classrooms

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

Provide student learning materials and supplies to ensure all students are prepared, ready to learn and engaged.

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)
7,500	Discretionary Materials and Supplies
34,605	Discretionary Warehouse Charges

1,000	Discretionary Books other than text books
0	District Funded Librarian
12000	Title I Materials and Supplies - NGSS Science Foss Kits for K-8. Used with ELA Standards
1000	LCFF - Intervention Materials and Supplies - Guided Reading Curriculum K-2
5120	Discretionary Clerical O.T.

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.

This goals pertains to all students with a focus on English Learners and Migrant Students

Strategy/Activity

Provide training and instructional materials to support the 50/50 DLI program implementation.

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

Amount(s)	Source(s)
0	District Funded Professional development

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

Progress monitoring in ELA and math will include LLI, Moby Max, STAR 360, ESGI and curriculum-based 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)
4000	LCFF - Targeted Online Subscription - Moby Max
0	District Funded Curriculum
0	District Funded STAR 360 contract
0	 LLI
1300	LCFF - Targeted Online Subscription - ESGI

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

Strategy/Activity

Brain Pop for background information and teacher created ELA Test

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)
2500	LCFF - Targeted Online Subscription - Brain Pop

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.

All students, but includes the following special population groups: English Learners, Migrant, SED, Foster, Homeless, and African- American.

Strategy/Activity

Before/after school tutoring including support for Long Term English Learner (LTEL) students, homeless, African American and foster-youth. Students at-risk of not meeting standards will have high priority for the After School Program for homework assistance.

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

Amount(s)	Source(s)
0	ASES After School Program
14802	Title I Teacher Extra Help - Hourly wage for teachers (Average $55)
3201	Title I Materials and Supplies

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.

All students

Strategy/Activity

Professional development opportunities for all teachers in ELA and math to fully implement the curriculum. The math mentor will support teachers in the classroom for full program implementation.

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

Amount(s)	Source(s)
0	District Funded Math TOSA

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.

English Learners and Migrants

Strategy/Activity

Provide daily designated English Language Development for English Learner students: at least 30 minutes for kindergarten students and at least 45 minutes for students in grades 1-8.

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

Amount(s)	Source(s)
0	No additional costs

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

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.

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

STAR 360 ELA and Math assessments will be administered three times per year to monitor student growth toward the benchmark. Teachers and administrators will analyze the data for growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded STAR 360 assessments
0	 Built in collaboration time

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.

All students

Strategy/Activity

Site Technology Tech will support implementation of management systems (Google Classroom and IO) and various learning applications to support a technology-based classroom. The Administration will support teachers with IO with time for data analysis for instructional planning.

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

Amount(s)	Source(s)
0	District Funded IO Data System
0	District Funded Site Tech
1800	LCFF - Intervention Teacher Extra Hours - After School Collaboration - Data Analysis

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.

All students in DLI classrooms. Goal focuses on English Learners, Migrant students, and SED students.

Strategy/Activity

Provide DLI Classrooms with class library books to support reading in Spanish in order to take Accelerated ReaderTests.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded Renaissance AR Program
1000	LCFF - Intervention Books other than Textbooks - Spanish Books

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.

All students

Strategy/Activity

Technology online subscriptions, licenses and applications will be use to support state standards, intervention programs, enrichment activities and strand focus.

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)
	Applications/software and licenses Goal 1 #9 and #10

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.

All students

Strategy/Activity

Teachers will attend conferences for professional development to support site strand focus, content areas and Positive Behavior Intervention Services.

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 Travel and conference
0	District Funded Professional Development - After School Opportunities - CCSS
0	 Collaboration Time - dedicated dates in Calendar to PD workshops

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.

All students

Strategy/Activity

Professional Learning Communities (PLC) will review ELA and Math performance to plan for data driven instruction at monthly meetings.

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

Amount(s)	Source(s)
0	District Funded Teacher Collaboration

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.

All students

Strategy/Activity

Instructional Assistants to support students in grades with foundational skills in ELA, Math, and ELD

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

Amount(s)	Source(s)
0	District Funded Instructional Assistant for Kindergarten classes.

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.

All students, but emphasis on English Learners and Migrant students

Strategy/Activity

Dual Language Immersion Teachers will collaborate to implement district adopted curriculum for Spanish and English language instruction . Teachers will plan and map out units, Professional Development, and DLI Walkthroughs and "look-fors" in a 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)
3600	LCFF - Targeted Teacher Extra Support - After School Collaboration Hours

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

Instructional Support Partners (ISPs) will allow for collaboration for teachers to focus on first instruction. Teachers will utilize the collaborative time to analysis data and the implementation of Common Core State Standards. Avg. 1.5 hours every 2 weeks for grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
57609	Title I Teacher Extra Help - 00PY - via two ISPS + benefits

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, but emphasis for student GATE students to challenge themselves with goals. Goal also pertains to Foster, Homeless, SED, and English Learners

Strategy/Activity

Incentives for attendance, academics and behavior to recognize student achievement in these areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20169	LCFF - Targeted Materials and Supplies - Incentives - AR reading goals, attendance, Cougar Paw awards,
0	District Funded ORC

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.

All students

Strategy/Activity

Provide after school clubs for students to participate in strand focus activities: Earth Keepers, Garden Club, Yoga, and Choir. Mindfulness Club for students in 1st and 2nd Grade DLI. Robotics Club for students in 3rd-6th grades.

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)
24918	LCFF - Targeted Teacher extra hours - Enrichment Clubs. Not tutoring.
2000	LCFF - Intervention Teacher Extra Help - DLI, Mindfulness
5000	LCFF - Targeted Service, Entrance fees - Robotics competition - LA Region (Fall) and First Lego League (Spring) and Field Trip admission fees
2000	LCFF - Targeted Field Trip -Transportation - Strand Focus
1000	LCFF - Targeted Services, Entrance Fees, Operations - Strand Focus Field Trips and Opportunities

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.

All students

Strategy/Activity

Progress monitoring via MTSS data analysis - Tier 1 interventions and SMART Goals

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.

14126	LCFF - Intervention Teacher Extra Help - After School Hours

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.

All Students

Strategy/Activity

Kinder and First grades will analyze foundational skills progress with the ESGI Data software for ELA 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)
1400	Title I Teacher Extra Help - Collaboration (9 hours for 4 teachers)

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.

All Students

Strategy/Activity

Grades 6-8 have a daily advisory period to monitor students' AR usage and MyOn program. Students who reach their Accelerated Reader goals will receive incentives.

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

Amount(s)	Source(s)
0	District Funded AR Program
0	District Funded MyOn Program
0	Incentives (See Goal #1 - Action #24)

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.

All Students

Strategy/Activity

ELA and Advisory teachers will receive Professional Development opportunities to monitor Accelerated Reader goals and growth.

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

Amount(s)	Source(s)
0	Professional Development - Built In Collaboration Time

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.

English Learners

Strategy/Activity

Teachers will receive professional development for ELD curriculum and implementation. Content area teachers will receive professional development in Math, Science and Social Studies for English Language Development..

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

Amount(s)	Source(s)
0	District Funded Professional Development Workshops - Collaboration
	LCFF - Targeted Professional Development Goal 1 #25

Strategy/Activity 31
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, but emphasis placed on English Learners and SED students

Strategy/Activity

Professional development for AVID teachers and administration

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

Amount(s)	Source(s)
0	District Funded AVID Summer Institute - 3 employees (2 Teachers and 1 Admin)

Strategy/Activity 32
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

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.

Strategy/Activity 33
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

Strategy/Activity

ELPAC and CAASPP Boot camp for English Learners. Boot camps are one to two week long intensive academic groups for students to be able to prepare for assessments while having resources (teachers) available to guide their study habits and standards mastery.

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)
10602	Title III Teacher Extra Hours
500	Title III Materials and Supplies Needed for Boot camp
200	Title III Books other than textbooks - Spanish Books for EL

Strategy/Activity 34
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

Strategy/Activity

Conduct progress monitoring of English Learners and recently re-designated students as outlined in the EL Master Plan. Professional development for integrated ELD Strategies and ELPAC 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)
816	Title III Materials and Supplies - Recognition Night for Reclassification
604	Title III Child Care - 2 campus supervisors

Strategy/Activity 35
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

Curricular trips and accompanying resources to support the core instructional 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)
3500	LCFF - Targeted Field Trips - Transportation
1000	LCFF - Targeted Service, Entrance Fees - Field Trips

Strategy/Activity 36
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

Professional development for technology usage in content area 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)
	Professional Development - Goal 1 #12

Strategy/Activity 37
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

Instructional assistants to support students in grades with foundation skills in ELA, Math and ELD (Kindergarten)

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

Amount(s)	Source(s)
0	District Funded 2 Instructional assistants

Strategy/Activity 38
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.

GATE

Strategy/Activity

Robotics Team competitions for various grades to challenge them to innovate and come up with solutions. Team compete in various competitions including First Lego League where they program an autonomous robot and look to solve a real-world problem that they have identified.

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

Amount(s)	Source(s)
0	LCFF - Targeted See Goal 1 Action 25

Strategy/Activity 39
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

Reading and Math nights for students and parents to gain strategies for foundation skills.

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	LCFF - Intervention Teacher Extra Help - Planning and Math Night Instruction

Strategy/Activity 40
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

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.

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.

More focus and dedication is needed on the CCSS curriculum. Our students scores for reading range between 1/4th and 1/3rd on grade level, which is an indication that we need to reassess how we are instructing our students and what they are being asked to do. An emphasis on first instruction is needed in each grade to ensure the standards are being taught in a clear and intentional method. The importance of vertical planning and grade level collaboration in Math would create consistency across the board and build on concepts as students move through each grade level and standard. Based on the CAASPP results, reading, specifically reading comprehension, needs to be an emphasis. Real-life application and open ended questions and problems will allow for deeper understanding and connection to the standard.

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

Last year, the greatest difference in the intent of the goal and the actual implementation was in the amount of expenditures and actions tied to collaboration via full-day substitute teachers for teachers to collaborate. Money was specifically dedicated to this strategy, but due to a lack of available substitutes, the money was not able to spent on this specific strategy. A large amount of expenditures occurred via after school clubs and activities.

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.

Changes to the outcomes were made according to specific data analysis of each metric. STAR 360 in both ELA and Math will look at student proficiency levels at the beginning of the year and end of the year. This will allow for constant analysis of growth and show academic progress in a given year. The overall metric of English Learners remained the same, but the outcome changed due to

new criteria for reclassification. The outcome this year will focus on students who score a 4 on the ELPAC, which is one of two criteria needed to reclassify. This change in the outcome can be found in Goal 1 Action - which centers on an ELPAC boot camp for students prior to taking the test.

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 Data	The suspension rate for 2018-2019 was 5.17%	Suspension rates will decrease to 3.0% or lower.
Attendance Data	Attendance data shows a needed area of growth. 10.35% of students or 104 students had chronic absenteeism.	The number of students with chronic absenteeism will decrease by 3% to 6.35%.
California Healthy Kids Survey	The California Healthy Kids Survey is used to calculate school climate and student well-being. The following indicators were reported: 63% of students in the 5th grade feel a high level of school connectedness. 54% of students in the 7th grade feel a high level of school connectedness. 63% of students in the 5th grade perceive school as safe or very safe. 50% of students in the 7th grade perceive school as safe or very safe.	The percentage of students in 5th grade and 7th grade feeling a high level of school connectedness will increase by 10%. The percentage of students in the 5th and 7th grade perceiving the school as safe or very safe will increase by 12%. The percentage of 7th grade students that have experienced chronic sadness or hopelessness will decrease by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	40% of students in the 7th grade have experiences chronic sadness or hopelessness.	

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

Strategy/Activity

Site counselor will assist parents and students in crisis and trauma. The counselor will also support student behavior with conflict resolution strategies.

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

Amount(s)	Source(s)
0	District Funded Counselor

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 students

Strategy/Activity

Implement Minnesota Smoking Prevention Program (MSPP) curriculum and Project Alert through science classes to improve student knowledge of safe and healthy lifestyle choices.

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
	MSPP and Project Alert Curriculum

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

The PBIS Committee will evaluate the MTSS Pyramid and give suggestions to teachers for behavior support in the 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 cost as teachers meet after school

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.

All students

Strategy/Activity

The safety committee will review and update the Safety Plan. Safety drills will be conducted to prepare for emergency situations.

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 as teachers meet with admin after school

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 students

Strategy/Activity

Provide professional development to all staff in CHAMPS/PBIS for positive behavior support. All staff working with students with special needs will receive NCPI training.

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 NCPI Professional development
	District Funded PBIS - Professional Development Workshops

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.

All students

Strategy/Activity

Attendance incentives at monthly school assemblies to encourage daily attendance and reduce tardiness.

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)
5000	LCFF - Intervention Materials and Supplies - Incentives

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

Employ 11 campus supervisors to monitor campus, including all buildings, and reduce student tardiness.

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

Amount(s)	Source(s)
0	District Funded Campus Supervisor salaries
15677	LCFF - Targeted Campus Supervisor Extra hours (+3)

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, but emphasis placed on special population groups to ensure we are meeting their needs in relation to school support.

Strategy/Activity

Student discipline data will be monitored with the PBIS Team and during grade level 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 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

CST and SST Team will meet often to discuss student needs based on teacher referrals. Teacher will be trained on SMART goals and data collection for intervention. Strategies will be developed and implemented in the 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)
	ORC - Goal 1 Action 24
	Counselor - Goal 2 Action 1
4511	Title I
	Teacher Substitute/Floater

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

Strategy/Activity

Survey students and staff regarding CHAMPS and PBIS. Feedback will be used to guide the committees in developing an action plan for the 18-19 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)
	No cost

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.

All students

Strategy/Activity

School Counselor will provide counseling services individually and in small groups. Counseling services will be referred to community agencies at the discretion of the site counselor.

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)
	Counselor- Goal 2 Action 1
3000	LCFF - Intervention
	Materials and Supplies - Counseling Room

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.

All students, but transition IEPs held for Special Education students to ensure their individual needs are met at the high school level.

Strategy/Activity

Ensure a successful transition to high school with transition meetings between the high school district and the 8th grade teachers.
Students transitioning to 6th grade will participate in a family meeting night to provide information to students and family members.

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
	Substitutes for 8th grade teachers for Transition IEP meetings

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

Monthly awards assemblies will recognize students who achieve attendance and behavior goals as well as display school core values in the 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)
	LCFF - Intervention
	See Goal 1 - Action 24

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.

All students

Strategy/Activity

Staff will receive disaster preparedness training. Monthly drills will occur for staff and students to train for a emergency situations including the California Shake Out, Fire and Lock Down Drills.

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

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

6th-8th Grade students will participate in Friday Nite Live Club along with students in the ASB Elective Class. These student leadership groups will participate in activities to promote awareness of tobacco usage, drugs and alcohol. They will plan Red Ribbon Week activities for grades K-8.

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 runs Friday Night Live - See Goal 1 - Action 24
	ASB Elective Class - no cost

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.

All students

Strategy/Activity

Continue CHAMPS/PBIS campus wide. The PBIS Team will meet monthly to discuss next steps for campus wide implementation and teacher requests for behavior 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)
	Materials and Supplies - Goal 1 - Action 24

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.

All students

Strategy/Activity

Triple P Parenting Classes focused on 5th-8th Grade Parents. 8 weekly classes taught by the school counselor.

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)
4800	Discretionary Counselor Extra Hours
832	Discretionary Childcare

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.

All students

Strategy/Activity

Students in grades 6-8 to complete a student survey about school yard activities they would like to participate in. School will then provide those opportunities for students to participate in lunch time activities for various grades.

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)
6500	Discretionary Materials and Supplies - Recreational Supplies for lunch time activity - Incentives for team sports/group activities.

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.

All students

Strategy/Activity

Research-based programs and assemblies that tie into the social-emotional well-being of students to create a learning environment that is safe, drug-free and conducive to 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)
4471	Title I Services, Entrance Fees, Operations - Assemblies (Anti-Bullying, Vaping, Kindness)

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.

All Students

Strategy/Activity

Ensure confidentiality of documents and sensitive student information.

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)
700	Discretionary Services, Entrance Fees, Operations - Shredder Fees

Annual Review

SPSA Year Reviewed: 2018-19

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

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

The overall effectiveness of this goal, as tied to the specific metrics, was low. Student suspension rates did not decrease, school connectedness remained the same, and students' feelings of being safe on campus decreased. There is room for improvement in the implementation of

PBIS/CHAMPS initiatives in the classroom and implementing them with fidelity. Suspension rates, connectedness on campus, and school safety all tie in to a need to improve on a positive school culture.

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

The major discrepancy between the intended implementation and the budgeted expenditures was the Parenting Classes run by the school counselor. The allotted amount was $1000. The actual amount was $7700 (including parent workshops for A-G). Without proper documentation or links to improvement, it is difficult to gauge the effectiveness of the courses.

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

Based on the student data that indicated they did not feel safe, the school added in additional hours to campus supervision in the afternoon, reorganized teacher and admin supervision in the mornings to greet students as they walk in and start each day off on a positive note. A student survey and organized lunch time activities were added as a specific strategy/activity to increase the connectivity to school, decrease behaviors that would negate them from participating in the team activities (i.e. - soccer tournament). Action items also included in adding school assemblies such as anti-bullying campaigns to promote the social-emotional well-being of our students.

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
To increase volunteer opportunities so parents can assist in the classroom and on campus

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Parent Needs Survey	2018-2019 will be the baseline for this data.	2018-2019 will be the baseline for this data.
Average attendance at ELAC Meetings	An average of 18 parents attended ELAC Meetings.	Attendance will increase by 25% at ELAC Meetings this year.
Coffee with the Principal	An average of 16 people attended Coffee with the Principal	Attendance will increase by 25% at Coffee with the Principal this year.
Parent attendance at Back to School Night	504 or 50% of parents attended Back to School Night	Attendance at Back to School Night will increase by 108 parents or 10% from last years turn out.
Parent attendance at Fall Parent Conferences	776 or 77% of parents participated in Parent Teacher Fall Conferences	Attendance at Fall Parent Conferences will increase by 101 parents or 8% from last years turn out.

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

Strategy/Activity

The school site will provide parent workshops including: My Body Belongs to Me, Loving Solutions, Triple P and Technology/ Internet Safety.

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 - Goal 1 Action 24
	Counselor - Goal 2 Action 1
350	LCFF - Intervention Materials and Supplies for classes
	Counselor extra hours - Goal 2 Action 17
500	LCFF - Intervention Books other than Textbooks - Triple P Classes

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 students

Strategy/Activity

Host parents for Dia de Los Muertos, Reading and Math nights, AVID Parent Night, High School Transition 8th grade parent meeting, technology safety training, Talent Show, and Winter 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)
3900	LCFF - Targeted Materials - Food and Supplies for Parent Events and Meetings

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

Welcome Back Social for Parents - Meet and Greet with Principal to start off 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)
200	Title III Materials and Supplies - Food for event

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.

All students

Strategy/Activity

Parent Orientation for incoming Kinder students and 5th grade students transitioning to 6th grade. Parents will discuss student expectations and parent involvement.

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)
300	Title III Materials and Supplies - Food for event

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 students

Strategy/Activity

Update Parent - Student Compact and Parent Involvement Policy. Share documents with all parent committees and stakeholders from the community.

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

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.

English Learners and Migrants

Strategy/Activity

Parents will be invited to Fall Parent Conferences for all students. Spring Parent Conferences will be held for students at-risk of not meeting grade level standards. Translators are for parents of 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)
5121	Title III
	Classified translators

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

ORC will schedule a community resource fair to be held during 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)

	ORC - Goal 1 Action 24

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

Title I Meetings will be held to discuss the purpose of Title I funding and how it is used to close the achievement gap for students.

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

Amount(s)   Source(s)

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

Provide parent involvement opportunities via committee meetings: SSC, PTA and ELAC.

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)

	Refreshments for ELAC - Goal 3 Action 2

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.

Focused on English Learners and Migrant students

Strategy/Activity

ELAC meetings on monthly basis. Books for ELAC Parents to read and discuss at meeting

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 books donated
1500	Title III
	Materials and Supplies - Food for ELAC

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.

All students

Strategy/Activity

School counselor will provide parent workshops for high school transition supporting A-G Requirements.

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)
	Counselor - Goal 2 Action 1

	Material and Supplies - Goal 2 Action 11

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.

Special Education students

Strategy/Activity

Encourage parents to participate in the IEP process for students with special needs.

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	LCFF - Targeted Materials and Supplies - Facilitated IEP materials

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

Parents will provide feedback on the academic programs and English Learner needs via the CHAMPS Parent Digital Survey and EL Parent Needs Assessment.

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

Amount(s)	Source(s)

Strategy/Activity 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.

All students

Strategy/Activity

Encourage parents to participate in Student Success Team meetings to discuss strategies for students academic and social emotional concerns.

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 - Goal 1 Action 24
2400	LCFF - Targeted Substitutes

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

Encourage parents to attend monthly Coffee with the Principal meetings to discuss academic programs, safety, community resources and strand focus.

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 - Goal 1 Action 24
	Counselor - Goal 2 Action 1
	Material and Supplies - Goal 1 Action 7

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 Learners and Migrant students

Strategy/Activity

Encourage parents to attend ELD Reclassification Meetings in the Fall and Spring to celebrate student success.

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

Amount(s)	Source(s)
	No cost
	Food for celebration Goal 1 - Action 5

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.

Strategy/Activity

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

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.

All students

Strategy/Activity

High school counselors will come to register 8th grade students for high school. Parents will receive information to attend high school transition meetings and orientations.

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 as the OUHSD Counselor comes at 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.

Parents were provided meaningful opportunities to participate in their students' growth. Parents attended the workshops put on by the School Counselor, but we need to expand out and reach various families, as many of the school meetings (Coffee with the Principal and ELAC) are the same families that attend the workshops. More volunteer opportunities on campus are needed to have parents participate in the academic portion of their child's growth.

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

No major differences were found.

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.

There are no changes to the goal itself this year. Some actions were modified to specify areas needed to improve such as a larger Kindergarten Orientation (Action 4) for all incoming families, as well as a Welcome Back Event with a new Administration team on campus (Action 3). To increase the participation for this year with Coffee with the Principal (Action 14) and ELAC meetings, times were adjusted to meet the needs of our community so more families can attend. With baseline data for two metrics: Parent attendance at Back to School Night and Fall Parent Conferences, expected outcomes were established for this school year. A new metric (Coffee with the Principal) was added to gather data for this year to establish outcomes next 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	$136,337.00
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	$344,184.00

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	$112,594.00
Title III	$23,743.00

Subtotal of additional federal funds included for this school: $136,337.00

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 ($)
	$0.00
ASES	$0.00
Discretionary	$64,207.00
District Funded	$0.00
LCFF - Intervention	$38,776.00
LCFF - Targeted	$104,864.00

Subtotal of state or local funds included for this school: $207,847.00

Total of federal, state, and/or local funds for this school: $344,184.00

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
Discretionary	64,207.00	0.00
Title I	112,594.00	0.00
Title III	23,743.00	0.00
LCFF - Intervention	38,776.00	0.00
LCFF - Targeted	104,864.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
ASES	0.00
Discretionary	64,207.00
District Funded	0.00
LCFF - Intervention	38,776.00
LCFF - Targeted	104,864.00
Title I	112,594.00
Title III	23,743.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	ASES	0.00
	Discretionary	18,952.00
	Discretionary	45,255.00
	District Funded	0.00

	District Funded	0.00
	LCFF - Intervention	13,000.00
	LCFF - Intervention	25,776.00
	LCFF - Targeted	56,446.00
	LCFF - Targeted	48,418.00
	Title I	54,985.00
	Title I	57,609.00
	Title III	18,527.00
	Title III	5,216.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	280,522.00
Goal 2	47,891.00
Goal 3	15,771.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Tyler Higa	Principal
Tony Naranjo	Other School Staff
Jesse Cox	Classroom Teacher
Kim Evans	Classroom Teacher
Suzanne Meckstroth	Classroom Teacher
Maritza Perez-Gutierrez	Parent or Community Member
Rogelia Ruvalcaba	Parent or Community Member
Jeralyn Negri	Parent or Community Member
Louis Johnson	Parent or Community Member
Heather Guilin	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 10-14-19.

Attested:

	Principal, Tyler Higa on 10/14/19
	SSC Chairperson, Jeralyn Negri on 10/14/19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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