

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
Cesar E. Chavez K-8 School	56725386055321	October 17, 2019	November 13, 2019

Purpose and Description

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

Schoolwide Program

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

Cesar E. Chavez School Vision Statements is to support resilient and independent learners through rigorous and engaging experiences utilizing technology through literacy and communication arts (CALCAT) to prepare them for an ever-changing world. Our Biliteracy Vision is to provide students the opportunity to become biliterate/bilingual/multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens. The academic focus for our students is to have them achieve and grow in Writing, Reading, and Mathematics. Common planning time in grade level and in vertical grade level teams will be scheduled in staff meetings and other days after school. Writing will be observed daily in all classrooms in a variety of genres in all content areas. Teachers will monitor STAR 360 reading and mathematics scores, as well as Renaissance Accelerated Reader goals met. Teachers will continue focusing on implementing Mathematical

Mindset strategies across all grade levels. 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. With a focus on academic growth teachers will use the Common Core State Standards to analyze their own lessons, first instruction, scaffolds and interventions by meeting for collaboration. In Professional Learning meetings teachers will focus on DuFour's questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? Based on the student data, teachers will develop academic plans for students with a focus on being student centered, differentiation instruction, using scaffolds, and concentrating on significant student groups. Principal walkthroughs of all classrooms conducted throughout the year indicated a need to elevate student speaking and listening to a higher level of Depth of Knowledge and Rigor.

Teachers are provided multiple opportunities to meet in Professional Learning Communities to focus on analyzing first instruction, assessment data and reflect on their own practices with intention of planning and adjusting lessons for student scaffolds and instruction concentrating on Claims and Targets they have determined as focus. Teachers are involved in grade level and vertical teaming collaboration to analyze student data in developing first instruction based on Common Core State Standards, using evidence based educational practices that increase student achievement by using Rigorous Depths of Knowledge, providing immediate and specific feedback to students on instruction and assessments, differentiating for their students, focusing on Writing Standards, and teacher belief that all students can progress, show growth in all academic areas and achieve success in school that will lead them to future success in college and career. Counselor, ORC, Special Education, Paraeducators, ISP's, and Reading Specialist are providing daily interventionist in academics and social emotional needs of students.

We want Chavez students to be safe, happy, and successful at school. We believe that our parents and guardians play a major role in a child's education. Continual interest in a child's progress and success is vital. Multiple parent education and involvement activities have been planned for families. All events have been scheduled in the master calendar and communicated to all stakeholders through Phone calls, PeachJar, email and a shared on bulletin boards and parent meetings. Parent representation is maintained in the Student Success Team meetings, English Language Advisory Committee meetings and Parent Teacher Association meetings to assist in supporting the success of students in school. At Chavez we are planning to increase our parent grade level activities by involving our teachers. They will continue to have their grade level Academic Strand Focus Unit nights and will also have Reading and Math nights for families at their different grade levels. We also plan on increasing our Parent Education training, which will include Triple P sessions, MICOP Mommy and Me classes and Healthy Living by VCPH. We will also have other activities for parents to be involved at our school, such as Music Presentations, Grade Level Field Trips, and Reading Week. Parents are encouraged to volunteer in the classroom and in school activities as well as become involved in parent site groups such as School Site Council, Parent Teacher Association (PTA), and the English Advisory Committee (ELAC). These parent groups play an active role in developing and monitoring school goals.

Through our PBIS guidelines for success, we plan to create an environment where respect, honesty, courtesy, and kindness prevail. We will work on four school guidelines. We intend to reward students when demonstrates one of the guidelines. Students are to show self-control, have an optimistic attitude, ask questions and participate in their learning, and react with resilience and persistence. We believe that communication between parents, students, and teachers is critical. If problems arise, we will work with families to find solutions. Each of our students is very special to us. We want them to be happy at school, to learn all that they possibly can, and be successful in life.

Our PBIS NEST team has also been working with staff on building common expectations and forming strong relationships with students which has also contributed to creating a safe, positive environment for our students. NEST is creating clear recess, cafeteria, and hallway expectations teaching them to students in a variety of ways including videos, assemblies and in school field trips.

Our Kindergarten program is currently in Kindergarten to 5th grade. All classes in Kindergarten through first grade are DLI classes following a 50/50 DLI model and teachers are using the designed content based units. Teachers in all the DLI classes will continue to focus on oracy and writing with an emphasis on balanced literacy. Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards in both English and Spanish languages. State adopted and approved curricular materials support instruction. Learning walks will be conducted by principal and teachers in order to enhance the instructional program with a concentration on Common Core State Standards in both languages, Spanish and English. Learning Walks in the Dual Language Program with teachers and principal indicated that scaffolds in writing need to be removed by the end of the school year and everyone needs to know the Writing standards per grade level. The DLI learning walks also indicated that Oracy was a priority and next step is to develop the use of Academic Vocabulary within Core Content.

Students in the middle school are engaged in electives classes that include AVID, Art, Technology, Environmental Science, Geography, Technology, and Guitar. Music is offered as an elective to middle school students and to elementary students who perform during the school year to enhance the Academic Strand CALCAT, Chavez Academy of Literacy, Communication Arts, and Technology. Students, teachers and families enjoy seeing a major project presented from all the grade levels. Middle School students will participate in monthly student expectation assemblies that will include real life skills and goal setting.

Develop and implement student support and intervention programs and services for students not meeting standards, including utilizing the Response to Instruction and Intervention (RTI2) or Multi-Tiered Systems of Support (MTSS) Model, students are identified through the Coordination of Services Team (CST) and Student Success Team (SST) process to receive Tier I-Level Intervention services by classroom teachers during daily core instruction in English Language Arts, Mathematics, Social Studies and Science. Tier II to Tier III-Level Intervention services are provided by classroom teachers during Universal Access and English Language Development, our Intervention Support Providers (ISPs) in small group settings, and/or our K-1 Paraeducators also within a small group setting. Our Reading Specialist supports struggling readers in grades Kindergarten, 1st and 2nd with the goal of having under performing students reading at grade level by the time they enter 2nd grade. The Reading Specialist works directly with students, collaborates with teachers, and serves as a resource for reading instruction for both classroom teachers and ISPs.

Chavez school will continue to Identify learning targets, learning claims, and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards. Teachers will Inform effective classroom instruction practices with strong first instruction with high rigor, standards based lessons with effective instructional strategies, and an emphasis on analysis of data to drive instruction and intervention. School will provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills. By offering high rigorous academic instruction with differentiated instruction to enhance student engagement and improve student achievement teachers will continue to work on achieving student goals and school mission: Chavez: Where students SOAR to their full potential.

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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.

Consistent classroom observations were conducted on a monthly basis providing feedback on the use of Common Core State Standards in Reading and Writing. English Language Development and use of Mathematical Mindset was another focus to improve student engagement and academic growth. The data analysis conducted during teacher collaborations indicated that more time for teacher collaboration with a focus on first instruction is necessary. Principal walkthroughs of all classrooms conducted throughout the year indicated a need to elevate student speaking and listening to a higher level of Depth of Knowledge and Rigor. Learning Walks in the Dual Language Program with teachers and principal indicated that scaffolds in writing need to be removed by the end of the school year and everyone needs to know the Writing standards per grade level. The DLI learning walks also indicated that Oracy was a priority and next step is to develop the use of Academic Vocabulary within Core Content.

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)

Through data analyses from formative, STAR 360 in Mathematics and Language Arts, Curriculum Assessments, Writing IAB's, and summative assessments, CAASPP in Mathematics and Language Art, ELPAC for English Learners, during the school year, teachers are to modify instruction based on Common Core State Standards in order to improve student achievement and academic growth.

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

The school has been working on a school wide writing program, increasing vertical and grade level data analysis collaboration and focus on Common Core State Standards, Claims and Targets last year. In order to monitor student progress with purpose of increasing student progress, teachers will use the STAR 360 assessments scores 3 times a year along with other assessment measures in Professional Learning Teams that will focus on planning first instruction concentrating on Writing Standards in all Content Areas, Reading in English Language Arts and Concepts and Procedures in Mathematics.

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 administration functions as instructional leaders.

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

Teachers will be participating in multiple collaboration meetings both in grade level and vertical teaming with specific focus on Writing, English Language Arts, Mathematics, and Dual Language Instruction. Professional Learning Teams are to focus on the 4 Essential questions: 1. What do we expect our students to learn? – goals and expectations 2. How will we know they are learning? – assessments. 3. How will we respond when they don't learn? – intervention 4. How will we respond if they already know it? – gifted, extended learning, project based learning

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 are provided multiple opportunities to meet in Professional Learning Communities to focus on analyzing first instruction, assessment data and reflect on their own practices with intention of planning and adjusting lessons for student scaffolds and instruction concentrating on Claims they have determined as focus. Counselor, ORC, Special Education, Paraeducators, ISP's, and Reading Specialist are providing daily interventionist in academics and social emotional needs of students.

Evidence-based educational practices to raise student achievement

Teachers are involved in grade level and vertical teaming collaboration to analyze student data in developing first instruction based on Common Core State Standards, using evidence based educational practices that increase student achievement by using Rigorous Depths of Knowledge, providing immediate and specific feedback to students on instruction and assessments, differentiating for their students, focusing on Writing Standards, and teacher belief that all students can progress, show growth in all academic areas and achieve success in school that will lead them to future success in college and career.

Parental Engagement

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

At Chavez we are planning to increase our parent grade level activities by involving our teachers. They will continue to have their grade level Academic Strand Focus Unit nights and will also have Reading and Math nights for families at their different grade levels. We also plan on increasing our Parent Education training, which will include Triple P sessions, MICOP Mommy and Me classes and Healthy Living by VCPH. We will also have other activities for parents to be involved at our school, such as Music Presentations, Grade Level Field Trips, and Reading Week. Parents are encouraged to volunteer in the classroom and in school activities as well as become involved in parent site groups such as School Site Council, Parent Teacher Association (PTA), and the English Advisory Committee (ELAC). These parent groups play an active role in developing and monitoring school goals.

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)

Parent involvement is a priority at our school. Multiple parent education and involvement activities have been planned for families. All events have been scheduled in the master calendar and communicated to all stakeholders through Phone calls, PeachJar, email and a shared on bulletin boards and parent meetings. Parent representation is maintained in the Student Success Team meetings, English Language Advisory Committee meetings and Parent Teacher Association meetings to assist in supporting the success of students in school.

Funding

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

Funding will support evidence based first instruction, interventions, and Common Core California State Standards for student achievement through teacher collaboration. Kindergarten and 1st grade Paraprofessionals, Intervention Support Specialists in grades 2nd-5th and in Middle School will provide intervention supports within the school day. School Counselor, Outreach Specialist and Teachers will collaborate and develop plans to service Special Populations Student Groups

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

The school consulted with parents from SSC, ELAC and PTA, with teachers during Leadership meetings, staff meetings and grade level meetings and with students in ASB and AVID classes as part of the planning process for this SPSA/Annual Review and Update during the last school year 2018-2019 and the beginning of the current school year 2019-2020.

Resource Inequities

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

The teachers conducted a needs assessment and identified two areas: time for collaboration and middle school interventions. It was decided to fund an additional Intervention Support Provider for Middle School in English Language Arts and Mathematics . It was also decided to increase and calendar collaboration time during the school day and after school outside of the Staff meeting Tuesdays.

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	%	%	%			
African American	0.1%	0.11%	%	1	1	
Asian	%	%	%			
Filipino	0.2%	0.22%	%	2	2	
Hispanic/Latino	98.6%	98.14%	%	895	896	
Pacific Islander	%	0.11%	%		1	
White	1.1%	1.42%	%	10	13	
Multiple/No Response	%	%	%			
Total Enrollment				908	913	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	94	97	
Grade 1	90	93	
Grade 2	102	96	
Grade3	90	99	
Grade 4	100	109	
Grade 5	103	98	
Grade 6	125	104	
Grade 7	98	115	
Grade 8	106	102	
Total Enrollment	908	913	

Conclusions based on this data:

School Enrollment is comprised of 98% Latino/Hispanic school wide. Enrollment increase by only 5 students from 2016-17 to 2017-18 and decrease in the last 2 years. This has created a decrease funding, thus a decrease in staff as well.

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	599			66.0%		
Fluent English Proficient (FEP)	172			18.9%		
Reclassified Fluent English Proficient (RFEP)	57			9.0%		

Conclusions based on this data:

English Learners make up a large number of school student population and the need to Reclassify them has made school prioritize budget funding to ensure academic growth for English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	90	101	96	90	101	93	90	101	93	100	100	96.9
Grade 4	97	112	105	97	112	104	97	112	104	100	100	99
Grade 5	102	99	105	102	98	105	102	98	105	100	99	100
Grade 6	127	103	97	126	103	97	126	103	97	99.2	100	100
Grade 7	100	109	113	98	109	113	98	109	113	98	100	100
Grade 8	106	104	104	103	104	104	103	104	104	97.2	100	100
All Grades	622	628	620	616	627	616	616	627	616	99	99.8	99.4

* 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	2360.	2360.	2376.	6.67	5.94	10.75	13.33	14.85	19.35	21.11	21.78	18.28	58.89	57.43	51.61
Grade 4	2399.	2411.	2438.	8.25	5.36	13.46	12.37	24.11	24.04	21.65	20.54	26.92	57.73	50.00	35.58
Grade 5	2426.	2443.	2463.	1.96	7.14	4.76	14.71	17.35	31.43	23.53	25.51	25.71	59.80	50.00	38.10
Grade 6	2451.	2450.	2464.	2.38	5.83	1.03	18.25	9.71	21.65	24.60	31.07	31.96	54.76	53.40	45.36
Grade 7	2463.	2478.	2460.	1.02	1.83	1.77	21.43	21.10	12.39	22.45	31.19	30.09	55.10	45.87	55.75
Grade 8	2485.	2494.	2493.	1.94	4.81	1.92	14.56	15.38	17.31	30.10	32.69	30.77	53.40	47.12	50.00
All Grades	N/A	N/A	N/A	3.57	5.10	5.52	15.91	17.22	20.94	24.03	27.11	27.44	56.49	50.56	46.10

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	8.89	9.90	10.75	28.89	39.60	44.09	62.22	50.50	45.16
Grade 4	8.25	10.71	12.50	38.14	46.43	54.81	53.61	42.86	32.69
Grade 5	4.90	14.29	11.43	42.16	33.67	48.57	52.94	52.04	40.00
Grade 6	5.56	5.83	8.25	38.10	40.78	38.14	56.35	53.40	53.61
Grade 7	8.16	5.50	2.65	35.71	37.61	29.20	56.12	56.88	68.14
Grade 8	7.77	8.65	2.88	32.04	31.73	37.50	60.19	59.62	59.62
All Grades	7.14	9.09	7.95	36.04	38.44	41.88	56.82	52.47	50.16

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	5.56	5.94	8.60	44.44	29.70	36.56	50.00	64.36	54.84
Grade 4	5.15	7.14	7.69	46.39	49.11	62.50	48.45	43.75	29.81
Grade 5	9.80	11.22	14.29	42.16	40.82	53.33	48.04	47.96	32.38
Grade 6	4.76	5.83	1.03	33.33	30.10	52.58	61.90	64.08	46.39
Grade 7	4.08	5.50	5.31	39.80	46.79	52.21	56.12	47.71	42.48
Grade 8	6.80	7.69	1.92	36.89	39.42	54.81	56.31	52.88	43.27
All Grades	6.01	7.18	6.49	40.10	39.55	52.27	53.90	53.27	41.23

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	7.78	7.92	11.83	54.44	59.41	60.22	37.78	32.67	27.96
Grade 4	3.09	3.57	14.42	53.61	71.43	63.46	43.30	25.00	22.12
Grade 5	2.94	10.20	6.67	61.76	47.96	61.90	35.29	41.84	31.43
Grade 6	3.17	3.88	6.19	58.73	51.46	56.70	38.10	44.66	37.11
Grade 7	2.04	1.83	4.42	51.02	52.29	53.98	46.94	45.87	41.59
Grade 8	1.94	1.92	3.85	62.14	64.42	59.62	35.92	33.65	36.54
All Grades	3.41	4.78	7.79	57.14	58.05	59.25	39.45	37.16	32.95

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	6.67	10.89	6.45	40.00	34.65	52.69	53.33	54.46	40.86
Grade 4	10.31	13.39	11.54	46.39	43.75	58.65	43.30	42.86	29.81
Grade 5	5.88	10.20	14.29	37.25	50.00	45.71	56.86	39.80	40.00
Grade 6	14.29	9.71	8.25	40.48	48.54	52.58	45.24	41.75	39.18
Grade 7	5.10	15.60	7.96	45.92	42.20	41.59	48.98	42.20	50.44
Grade 8	8.74	13.46	13.46	45.63	42.31	38.46	45.63	44.23	48.08
All Grades	8.77	12.28	10.39	42.53	43.54	48.05	48.70	44.18	41.56

Conclusions based on this data:

There is an increase in Standards Met and Exceeded in grades 3rd-5th and less movement in grades 6th-8th grade. Of the ELA Claims, data shows that Writing is the lowest area and needs to be the focus school wide. Listening is the strongest Claim.

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	90	101	96	90	101	95	90	101	95	100	100	99
Grade 4	97	112	105	97	112	105	97	112	105	100	100	100
Grade 5	102	99	105	102	98	105	102	98	105	100	99	100
Grade 6	127	104	97	126	104	97	126	104	97	99.2	100	100
Grade 7	99	109	113	98	109	113	98	109	113	99	100	100
Grade 8	106	104	104	103	104	103	103	104	103	97.2	100	99
All Grades	621	629	620	616	628	618	616	628	618	99.2	99.8	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2376.	2380.	2389.	3.33	3.96	7.37	15.56	18.81	20.00	26.67	24.75	28.42	54.44	52.48	44.21
Grade 4	2415.	2414.	2447.	4.12	4.46	7.62	14.43	13.39	23.81	36.08	33.93	42.86	45.36	48.21	25.71
Grade 5	2424.	2428.	2446.	0.98	3.06	5.71	2.94	4.08	4.76	25.49	22.45	38.10	70.59	70.41	51.43
Grade 6	2421.	2422.	2428.	0.79	0.00	4.12	4.76	7.69	7.22	21.43	24.04	23.71	73.02	68.27	64.95
Grade 7	2434.	2433.	2425.	1.02	1.83	0.88	4.08	2.75	5.31	27.55	24.77	19.47	67.35	70.64	74.34
Grade 8	2450.	2462.	2446.	0.97	0.96	0.97	5.83	7.69	5.83	24.27	23.08	17.48	68.93	68.27	75.73
All Grades	N/A	N/A	N/A	1.79	2.39	4.37	7.63	9.08	11.00	26.62	25.64	28.32	63.96	62.90	56.31

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	10.00	9.90	17.89	32.22	33.66	30.53	57.78	56.44	51.58
Grade 4	11.34	6.25	19.05	20.62	25.00	35.24	68.04	68.75	45.71
Grade 5	0.98	4.08	6.67	16.67	15.31	24.76	82.35	80.61	68.57
Grade 6	1.59	1.92	3.09	14.29	15.38	17.53	84.13	82.69	79.38
Grade 7	1.02	2.75	2.65	18.37	19.27	15.93	80.61	77.98	81.42
Grade 8	0.00	0.96	0.97	29.13	19.23	23.30	70.87	79.81	75.73
All Grades	3.90	4.30	8.25	21.43	21.34	24.43	74.68	74.36	67.31

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	5.56	12.87	10.53	42.22	33.66	40.00	52.22	53.47	49.47
Grade 4	6.19	6.25	10.48	29.90	37.50	46.67	63.92	56.25	42.86
Grade 5	0.00	4.08	8.57	35.29	27.55	34.29	64.71	68.37	57.14
Grade 6	0.00	0.00	5.15	34.13	28.85	28.87	65.87	71.15	65.98
Grade 7	2.04	1.83	2.65	28.57	25.69	30.09	69.39	72.48	67.26
Grade 8	1.94	1.92	1.94	26.21	50.96	26.21	71.84	47.12	71.84
All Grades	2.44	4.46	6.47	32.63	34.08	34.30	64.94	61.46	59.22

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	10.00	5.94	12.63	45.56	50.50	40.00	44.44	43.56	47.37
Grade 4	6.19	7.14	16.19	39.18	33.93	49.52	54.64	58.93	34.29
Grade 5	1.96	1.02	4.76	36.27	40.82	43.81	61.76	58.16	51.43
Grade 6	4.76	1.92	6.19	31.75	27.88	26.80	63.49	70.19	67.01
Grade 7	2.04	2.75	0.88	44.90	43.12	36.28	53.06	54.13	62.83
Grade 8	0.97	1.92	2.91	39.81	38.46	36.89	59.22	59.62	60.19
All Grades	4.22	3.50	7.12	39.12	39.01	39.00	56.66	57.48	53.88

Conclusions based on this data:

There is an increase in Standards Met and Exceeded in grades 3rd-6th and less movement in grades 7th-8th grade. Of the Math Claims, data shows that Applying Mathematical Concepts and Procedures is the lowest area and needs to be the focus school wide.

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:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

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
913	97.0%	61.4%	0.2%

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	561	61.4%
Foster Youth	2	0.2%
Homeless	24	2.6%
Socioeconomically Disadvantaged	886	97.0%
Students with Disabilities	61	6.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1%
Filipino	2	0.2%
Hispanic	896	98.1%
Pacific Islander	1	0.1%
White	13	1.4%






Conclusions based on this data:

We are aware that 98% of our students are Hispanic and 97% of our students are Socioeconomically Disadvantaged and we will need to include parent education in order to help students succeed. We are also aware of the students who are homeless and will be providing services and monitoring their progress throughout the school year.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

Data in both English Language Arts and Mathematics has increased. School needs to decrease both suspension and chronic absenteeism.

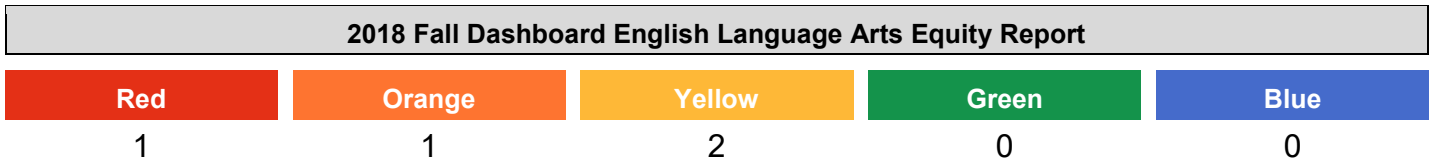
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  Yellow 68.7 points below standard Increased 9.5 points 613 students	<p>English Learners</p>  Orange 78.1 points below standard Increased 7.3 points 475 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 86.7 points below standard Increased 22.8 points 25 students	<p>Socioeconomically Disadvantaged</p>  Yellow 69.9 points below standard Increased 10.5 points 598 students	<p>Students with Disabilities</p>  Red 135.8 points below standard Maintained -1.8 points 59 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 69 points below standard Increased 9.3 points 608 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 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
110.6 points below standard Maintained 0.9 points 235 students	46.2 points below standard Declined -28.7 points 240 students	58.2 points below standard Increased 9.7 points 98 students

Conclusions based on this data:

Data shows that there is an increase in all areas, except students with disabilities, which has maintained. School focus will be to increase student academic achievement for students with disability while maintaining an increase in all other areas.

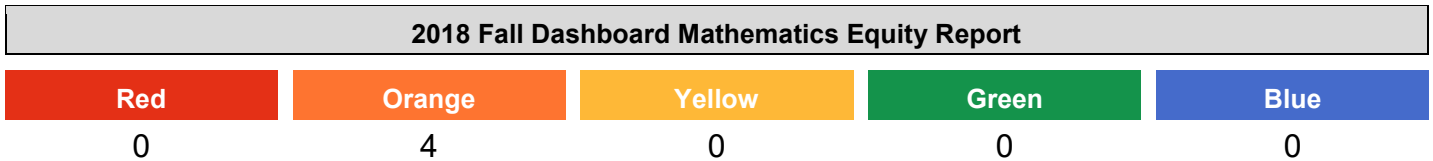
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  Orange 102 points below standard Increased 4.4 points 613 students	<p>English Learners</p>  Orange 109.3 points below standard Increased 3.4 points 475 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 121.4 points below standard Increased 15.4 points 25 students	<p>Socioeconomically Disadvantaged</p>  Orange 102.7 points below standard Increased 5.4 points 598 students	<p>Students with Disabilities</p>  Orange 152.2 points below standard Increased 9 points 59 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 102.1 points below standard Increased 4.3 points 608 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 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
125.2 points below standard Increased 6.8 points 235 students	93.7 points below standard Declined -30.9 points 240 students	89.2 points below standard Increased 7.2 points 98 students

Conclusions based on this data:

Data shows that Mathematics has increased in all student groups and needs to be maintained. We need to monitor Reclassified English Learners in order to maintain Mathematic achievement.

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
482	23.9%	39.8%	27.2%	9.1%

Conclusions based on this data:

School will focus on getting all level 4 students to Reclassify within an academic year. The focus for the other levels is to move students from one level to the higher level by the end of the academic year.

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

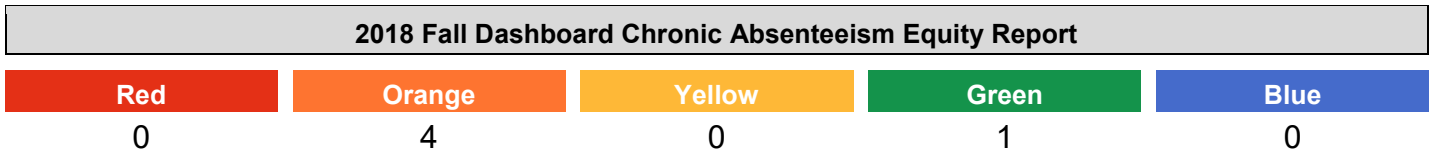
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  Orange 7.1% chronically absent Increased 1.3% 934 students	<p>English Learners</p>  Green 4.9% chronically absent Maintained 0.1% 575 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  Orange 23.1% chronically absent Declined 6% 39 students	<p>Socioeconomically Disadvantaged</p>  Orange 6.9% chronically absent Increased 0.9% 913 students	<p>Students with Disabilities</p>  Orange 15.4% chronically absent Increased 11.3% 78 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.2% chronically absent Increased 1.3% 916 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0% chronically absent 13 students

Conclusions based on this data:

Data shows that school needs to decrease absenteeism in all student groups. School will develop a committee to work with ORC in order to develop a plan to improve absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

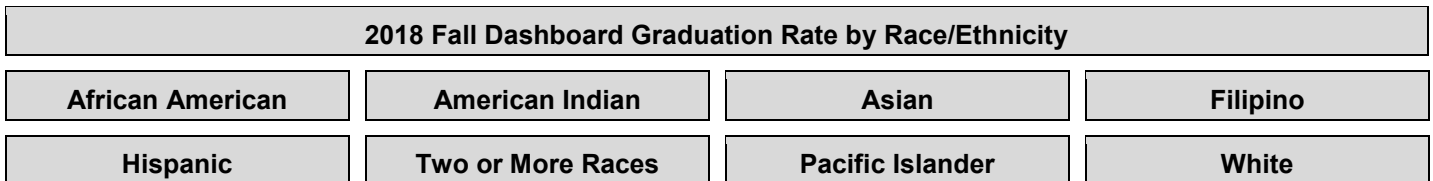
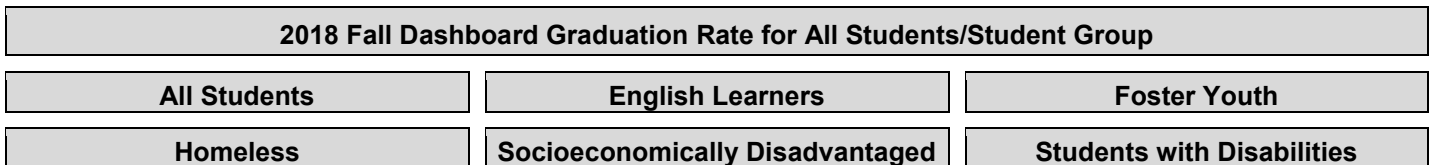
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

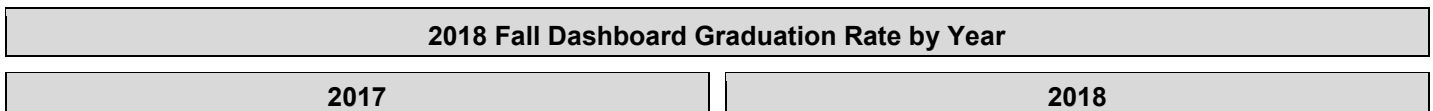
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

N/A

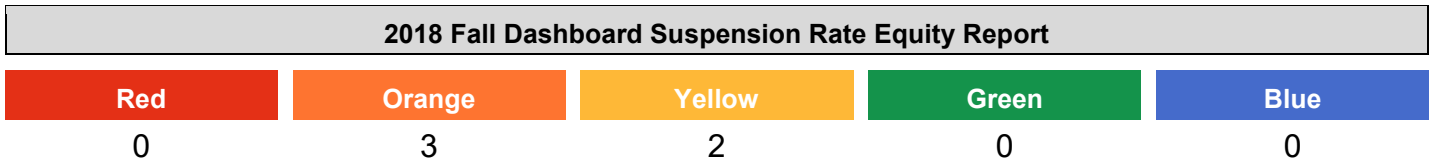
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  Orange 5.4% suspended at least once Increased 0.3% 944 students	<p>English Learners</p>  Yellow 3.6% suspended at least once Declined -2.1% 582 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 students
<p>Homeless</p>  Orange 9.8% suspended at least once Declined -11.9% 41 students	<p>Socioeconomically Disadvantaged</p>  Orange 5.4% suspended at least once Maintained 0.2% 922 students	<p>Students with Disabilities</p>  Yellow 5.1% suspended at least once Declined -2.9% 79 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.5% suspended at least once Increased 0.4% 926 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once 13 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
8.4% suspended at least once	5.1% suspended at least once	5.4% suspended at least once

Conclusions based on this data:

Data shows that school needs to continue to work on decreasing suspensions by monitoring the PBIS school wide plan.

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 first instruction and data-driven instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning
 To provide equipment, materials and technology resources that support high quality instruction

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten-2nd grade: STAR 360 Early Literacy Assessments and Benchmark Performance Task Achievement Percentages	Kindergarten: 22% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment	All kindergarten students will exit kindergarten at grade level or higher as measured by the STAR 360 Reading and Math Assessment
Kindergarten-2nd grade: STAR 360 Mathematics Assessments and Benchmark Performance Task Achievement Percentages	Grade 1: 23% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment 10% at/above CAASPP benchmark level on STAR 360 Math	1st and 2nd grade students at grade level will attain at a minimum one year's growth as measured by the STAR 360 Reading Assessment.
Writing Assessments	Grade 2: 19% at/above CAASPP benchmark level on STAR 360 Reading 26% at/above CAASPP benchmark level on STAR 360 Math	1st and 2nd grade students below grade level will attain at a minimum one year's growth as measured by the STAR 360 Math Assessment. Percentage of students at or above benchmark as measured by the STAR 360 Early Literacy Assessment: Kindergarten - 80% of students will meet goals for English number sense and Spanish

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>letter/sound knowledge and in Math all students will attain a one year's growth as measured by Math standards and STAR 360 assessments.</p> <p>Percentage of students at or above benchmark as measured by the STAR 360 Reading Assessment: 1st grade - 60% of students will read at grade level or higher 2nd grade - 65% of students will reach or exceed 40th percentile</p> <p>Percentage of students at or above benchmark as measured by the STAR 360 Math Assessment: 1st grade - 80% of students will increase 35% in SGP at every benchmark 2nd grade - 75% of students will reach or exceed 40th percentile</p>
<p>3rd-8th grade: English Language Arts CAASPP 3rd-8th grade: Mathematics CAASPP</p> <p>STAR 360 Reading Assessment STAR 360 Mathematics Assessment</p> <p>Writing Assessments</p>	<p>3rd grade CAASPP 30% Met/Exceeded Standard on CAASPP English Language Arts and 27% in Mathematics 51% Standards not met in ELA and 44% in Mathematics ELA Claim Focus: Reading and Writing Math Claim Focus: Concepts and Procedures</p> <p>4th grade CAASPP 38% Met/Exceeded Standard on CAASPP English Language Arts and 32% in Mathematics 35% Standards not met in ELA and 25% in Mathematics ELA Claim Focus: Reading and Writing</p>	<p>Increase the amount of students in 3rd-8th grade who meet or exceed in CAASPP Math by 9%.and in ELA by 10%, with an additional focus to increase 10% students in the other Standard Levels</p> <p>Increase SGP in all students in grades 1st - 8th grade by moving 10% of students from low to typical growth on STAR 360 ELA.</p> <p>Increase SGP in all students in grades 1st - 8th grade by moving 1% of students from low to typical growth on STAR 360 Mathematics.</p> <p>3rd grade:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Math Claim Focus: Concepts and Procedures</p> <p>5th grade CAASPP 36% Met/Exceeded Standard on CAASPP English Language Arts and 11% in Mathematics 38% Standards not met in ELA and 51% in Mathematics ELA Claim Focus: Reading and Writing Math Claim Focus: Concepts and Procedures</p> <p>6th grade CAASPP 23% Met/Exceeded Standard on CAASPP English Language Arts and 11% in Mathematics 45% Standards not met in ELA and 65% in Mathematics ELA CLAIMS: Reading and Writing ELA Targets vocabulary and language usage Math Claim Focus: Concepts and Procedures</p> <p>7th grade CAASPP 14% Met/Exceeded Standard on CAASPP English Language Arts and 6% in Mathematics 56% Standards not met in ELA and 74% in Mathematics ELA CLAIMS: Reading and Writing ELA Targets vocabulary and language usage Math Claim Focus: Concepts and Procedures</p> <p>8th grade CAASPP 19% Met/Exceeded Standard on CAASPP English Language Arts and 7% in Mathematics</p>	<p>increase of 12% Met/Exceeded ELA CAASPP and 12% Met/Exceeded Math CAASPP, with a focus on 10% increase in Not Met</p> <p>4th grade: 12% Met/Exceeded ELA CAASPP and 11% Met/Exceeded Math CAASPP Pursuant to Star 360 our median SPG be at or above 60 for both ELA and math. With an increase in scale score of 100 points.</p> <p>5th grade: 12% Met/Exceeded ELA CAASPP and 11% Met/Exceeded Math CAASPP Pursuant to Star 360 our median SPG be at or above 60 for both ELA and math. With an increase in scale score of 100 points.</p> <p>6th grade: 8% Met/Exceeded ELA CAASPP and 7% Met/Exceeded Math CAASPP Students will increase by 15% in all levels in both ELA and Math according to STAR 360 assessment</p> <p>7th grade: 8% Met/Exceeded ELA CAASPP and 6% Met/Exceeded Math CAASPP Students will increase by 15% in all levels in both ELA and Math according to STAR 360 assessment</p> <p>8th grade: 8% Met/Exceeded ELA CAASPP and 5% Met/Exceeded Math CAASPP Students will increase by 15% in all levels in both ELA and</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	50% Standards not met in ELA and 76% in Mathematics ELA CLAIMS: Reading and Writing ELA Targets vocabulary and language usage Math Claim Focus: Concepts and Procedures	Math according to STAR 360 assessment
3rd-8th grade: English Learners ELPAC scores and Reclassification Percentages	Based on 2018 ELPAC data: 16.1% of all students scored at Level 1 (Beginning Stage) 30.6% of students scored at Level 2 (Somewhat Developed) 36.3% of students scored at Level 3 (Moderately Developed) 17.1% of students scored at Level 4 (Well Developed).	All English Learner students in all grade levels will increase one level on ELPAC 1st grade 80% of students will score 80% or higher on each ELD Wonders Assessment 2nd grade 75% of students will move up one level on ELPAC 3rd grade 75% of all English Learners in SEI classes will go up one level on ELPAC and/or be Reclassified and 50% of English Learners in DLI classes will go up one level on ELPAC and/or be Reclassified 4th and 5th grade - all students will move a level on ELPAC by the end of the year 6th-8th grade 30% of students will be eligible for Reclassification

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

1. Reading Specialists will work directly with students in grades Kindergarten, 1st and 2nd grade, collaborate with teachers and serve as a resource for reading instruction. Reading Specialist will select groups of 2-6 students to work with for 6-8 weeks at a time. Reading Specialist expects to see growth in Early Literacy Assessments in Spanish or English.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
Certificated Salaries: Reading Specialist salary

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

2. Implementation of systematic instruction of Language Arts, Mathematics, and English Language Development via first Instruction and using district adopted curriculum 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)

[Empty box for Amount(s)]

Source(s)

District Funded
Salaries and Curriculum materials

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

3. District adopted Language Arts, Mathematics and English Language Development curriculum implementation guides will be used to guide instruction and 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)

[Empty box for Amount(s)]

Source(s)

[Empty box for Source(s)]

District Funded

District Curriculum

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, with focus on English Learners, Migrant, Special Education, SED, Foster, Homeless, African American, GATE

Strategy/Activity

4. The STAR 360 Mathematics, Reading and Early Literacy assessment, along with CAASPP, IAB's, and curriculum embedded assessments will be administered at least 3 times a year. Teachers will collaborate on a PLC model by analyzing student data and creating goals for next instructional steps with a focus on first instructions, Common Core State Standards in common planning time both grade level and vertical grade collaboration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I 1000-1999: Certificated Personnel Salaries Assessments and collaboration time after school
1000	Discretionary 1000-1999: Certificated Personnel Salaries Collaboration time 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

5. The STAR 360 Reading, Mathematics, and Early Literacy and curriculum embedded assessment will be analyzed and monitored by teachers during collaboration each trimester of the school year for patterns of academic growth and to guide first 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)
1000	Title I 1000-1999: Certificated Personnel Salaries Extra Hourly Time for Teacher Collaboration
2000	Discretionary 1000-1999: Certificated Personnel Salaries Extra Hourly Time for Teacher Collaboration

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

6. The Interim Assessments for ELA, Math, and ELD will be administered to students 3 times a year, additionally teachers will use on going Formative Assessments. At Data Chats Teachers will input all Interim assessment results into IO, evaluate and analyze results and use the information to inform instructional decisions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Assessments
1000	Discretionary 1000-1999: Certificated Personnel Salaries Extra Hourly Time for Teacher Collaboration

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

7. Implementation of school wide systematic instruction on writing process (K-8) based on writing standards. Writing assessments in all genres will be administered to students 3 times a year.

Writing will be analyzed and monitored by teachers during collaboration each trimester of the school year identifying patterns of academic growth and to guide first instruction. This will be done by grade level and in vertical collaboration teams.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	Title I 1000-1999: Certificated Personnel Salaries Collaboration on Writing
2000	Title I 4000-4999: Books And Supplies Materials and Supplies to support writing
500	Title I 4000-4999: Books And Supplies Graphics to support writing plan
3000	Discretionary 4000-4999: Books And Supplies Materials and Supplies to support writing

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

8. In order to support the Core Academics of students the school will implement weekly learning walk visits by the principal and teachers with timely feedback.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	Title I 1000-1999: Certificated Personnel Salaries substitute teachers
1000	Discretionary 1000-1999: Certificated Personnel Salaries Extra Hourly Time for Teacher Collaboration

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

9. The school will hold regular Coordinator Service Team (COST) and Student Success team (SST) meetings for at risk students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers
500	Discretionary 2000-2999: Classified Personnel Salaries Clerical OT

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

10. Site Technology Technician will maintain equipment and software to support student ELA, Math, and ELD learning through technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Centralized Services Classified Salaries: Computer Lab Tech salary

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, with focus on GATE and Special Education

Strategy/Activity

11. The Accelerated Reader program will be implemented and monitored by teachers with the reading goal of 25 minutes per student, with 50% fiction and 50% nonfiction selected, and amount of quizzes taken plus passed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Centralized Services Classified Salaries: Librarian
	District Funded Accelerated Reader Program
2000	LCFF - Targeted 4000-4999: Books And Supplies Materials and supplies: Incentives
300	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries: Extra time
4000	Discretionary 4000-4999: Books And Supplies 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

12. Materials and supplies will be purchased to support the core ELA, SLA, ELD, and Math 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)
12000	LCFF - Targeted

	4000-4999: Books And Supplies Materials and Supplies
2000	Title III 4000-4999: Books And Supplies Materials and Supplies
12000	Title I 4000-4999: Books And Supplies Materials and Supplies
1251	Title III 4000-4999: Books And Supplies Books other than textbooks for DLI
5000	Discretionary 4000-4999: Books And Supplies Materials and supplies and books other than textbooks

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

13. Teachers will have use of the laminator, Duplo copy machines and Xerox copy machines in order to make necessary copies of instructional 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)

2159

Source(s)

Discretionary
5800: Professional/Consulting Services And
Operating Expenditures
Maintenance Agreement for Xerox machines

District Funded

10000

Discretionary
4000-4999: Books And Supplies
materials and supplies

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.

English Learners

Strategy/Activity

14. Extra clerical support will be provided to support the school, including translation for parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF - Targeted 2000-2999: Classified Personnel Salaries Certificated Salaries, extra time
300	Title III 2000-2999: Classified Personnel Salaries Certificated Salaries, extra time

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.

Students in K-5th grade

Strategy/Activity

15. Implementation of Dual Language Immersion for Kindergarten through fifth grade classes. Teachers will implement Unit roll out from the DLI maps created for student achievement. Teachers will collaborate in order to analyze instruction and plan for Tier 1 instruction, first 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)
	District Funded Program
4000	Title III 4000-4999: Books And Supplies books other than textbooks
3500	Title I 4000-4999: Books And Supplies

	materials and supplies
5141	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers
5000	Discretionary 4000-4999: Books And Supplies materials and supplies and books other than textbooks

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

16. Monitor and implement MyON by teachers with the reading goal of 25 minutes per student and with 50% fiction and 50% nonfiction selected.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
	MyOn program

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.

Students in grade 2nd - 5th grade

Strategy/Activity

17. Intervention Services Provider will provide Writing instruction targeted services for English Only students in grades 2nd - 5th for the SEI classes in order for teachers to teach ELD to English Learners in small class sizes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

30000

Title I
1000-1999: Certificated Personnel Salaries
Certificated Salaries: (1 ISP's for ELA for 3.5 hrs daily/135 days)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

18. The English Language Arts interim assessment, along with ELPAC will be analyzed and monitored all year for patterns of academic 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)

4000

Title III
1000-1999: Certificated Personnel Salaries
Substitute teachers

1500

LCFF - Targeted
2000-2999: Classified Personnel Salaries
ORC: Extra time

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

19. CMP3 Math Pearson Prentice Hall and McGraw-Hill My Math chapter and benchmark assessments will be administered, along with IAB's and STAR 360.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Math Curriculum

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.

English Learners

Strategy/Activity

20. Teachers will implement the District EL Master Plan, which includes Designated and Integrated ELD 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)

ELD instruction

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

21. Students will be assessed to determine their language proficiency levels with ELPAC and Interim Assessment in Wonders curriculum. The data will be used to group students. Instruction will be provided in designated ELD times.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

ELD curriculum

1000

Discretionary
1000-1999: Certificated Personnel Salaries
Extra Hourly Time for Teacher Collaboration

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, with focus on Special Education, Foster, Homeless

Strategy/Activity

22. Ensure confidentiality of documentation 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)

1000

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
Contract for Shredding Services

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.

Middle School students, including GATE, Homeless, and Foster students

Strategy/Activity

23. In order to support the Core Academics of students the school will provide student the opportunities to increase their knowledge of their future lives by participating in monthly Middle School workshops and 8th grade promotion coaching in order to expand their interest for career and college readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Certificated Salaries

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.

English Learners

Strategy/Activity

24. Teachers will implement the district-adopted ELD curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
ELD curriculum

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.

English Learners

Strategy/Activity

25. EL students' progress will be monitored in student monitoring conference by LTEL team in monthly small group meetings in the library. Teachers will discuss EL student progress at data meetings and grade level staff meetings. Specific committee will be monitoring Long Term English Learners (LTEL's).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Collaboration Supp

Title III
1000-1999: Certificated Personnel Salaries
Certificated Salaries: Extra Time

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.

Students in grades K-5th

Strategy/Activity

26. Dual Language Immersion new teachers will observe other teachers in other DLI programs and collaborate to improve student achievement in the DLI 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)

10000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Extra Hours

2000

Title I
1000-1999: Certificated Personnel Salaries
Substitute Teachers

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

27. All Students will be given the opportunity to learn through technology apps, software, and subscriptions enhancing reading and writing skills through learning experiences focused on supporting intervention and enriching activities for one to one devices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4500

Source(s)

Title III
5800: Professional/Consulting Services And
Operating Expenditures
Purchase of Online Subscriptions, Licenses,
Apps

2700

Title I
5800: Professional/Consulting Services And
Operating Expenditures

	Purchase of Online Subscriptions, Licenses, Apps
5000	Discretionary 4000-4999: Books And Supplies materials and supplies

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

28. Library Instruction will maintain and manage site library and provide support to teachers and students in the School-wide Reading 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)
	District Funded Classified Salaries: Librarian
2500	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Classified Salaries: Extra Time

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

29. In order to support the Core Academics of students the school will provide student the opportunities to increase their knowledge of the community and world around them by participating on field trips in order to expand their interest for career and college readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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1000	Title I 5700-5799: Transfers Of Direct Costs Field Trip transportation
5000	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Field Trip services, entrance fees, and operations
5000	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Field Trip transportation
3000	Discretionary 5700-5799: Transfers Of Direct Costs Field Trip services, entrance fees, and operations

Strategy/Activity 30

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

30. Instructional Assistants will provide necessary interventions in Mathematics, Reading, Writing, and ELD for targeted students in Kindergarten for 2 hours in each class and 1st grade with 2 hours in each class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Classified Salaries: Instructional Assistants for Kindergarten 6 hours
14750	Title I 2000-2999: Classified Personnel Salaries Classified Salaries: Instructional Assistants for Kindergarten 2 hours
39965	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Salaries: Instructional Assistants for 1st grade 8 hours

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 teachers

Strategy/Activity

31. School will provide incentives as recognition to students for goals met in Accelerated Reader and STAR 360. All students who have met goals will receive incentives and attend celebration activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1253

Title I
4000-4999: Books And Supplies
Materials and supplies

1500

LCFF - Targeted
4000-4999: Books And Supplies
Materials and supplies

2000

Discretionary
4000-4999: Books And Supplies
materials and supplies

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.

All students

Strategy/Activity

32. The school will provide opportunities for teachers to attend professional development in ELA, DLI, Math, and ELD in integrated and designated ELD, such as CABE to improve instructional practices, and improve student progress and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

Title I
5000-5999: Services And Other Operating
Expenditures

	Travel and Conference: Professional Development
4500	Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference: Professional Development for ELD
3000	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Travel and Conference: Professional Development
1500	LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Travel and Conference: Professional Development
2000	Discretionary 4000-4999: Books And Supplies Professional Development materials and supplies

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.

Middle School students

Strategy/Activity

33. Academic incentives will be provided to motivate and engage students in Middle School.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies
2000	Discretionary 4000-4999: Books And Supplies materials and supplies

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.

All students

Strategy/Activity

34. Materials and supplies will be purchased to support the core Science instructional program teaching Next Generation Science through hands on experiments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
2500	Title I 4000-4999: Books And Supplies Materials and Supplies

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.

Middle School Students

Strategy/Activity

35. Intervention Services Provider will provide support for Middles School students in grades 6th, 7th, and 8th in the Core Content of English Language Arts and Mathematics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

33000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP Salary
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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, with focus on English Learners, Migrant, Special Education, SED, Foster, Homeless, African American, GATE

Strategy/Activity

36. Leadership Team will meet monthly to analyze data and make recommendations to the school program and in the beginning and end of summer 2 full days.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher Extra Help/Tutoring

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.

Students in 1st-8th grade

Strategy/Activity

37. The After School Program will be offered to students in grades 1st-8th and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES

Professional Development and training materials.

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.

Students in 1st-8th grade

Strategy/Activity

38. A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES

Teacher Salary

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

39. After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Extra Hourly Time for Teachers, Supplies, Refreshments

ASES

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.

AVID students, which include English Learners, Migrant, Homeless, Foster and GATE students

Strategy/Activity

40. The School will provide learning opportunities AVID students that will include STEAM related standard and will monitor growth in Writing and Speaking through field trips, classroom presentations, parent outreach/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)
2000	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Field Trip transportation and/or services, entrance fees, and operations
1500	Title I 4000-4999: Books And Supplies Materials and Supplies

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.

Last year all the strategies and activities we set for overall effectiveness resulted in achieving our set goals for CAASPP gains. All actions for this school year have been scheduled in the master calendar and communicated to all stakeholders through staff meetings, email and a shared calendar. The effectiveness of the actions will be evaluated after each trimester.

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

Funding has been allocated differently this school year for the intended implementation of strategies and activities with limited resources. School will not fund before or after school tutoring for small groups of students. School will add support for time for teacher collaboration, intervention support for Middle School students, and development of school wide writing program.

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.

Monitoring of student data will be more often during the year in order to monitor students and their growth in all bands. Students in the not met level have not been moving. Focusing data analysis and discussions in grade level Professional Learning meetings will keep our focus on moving students from one level to a higher level. The focus of discussions will be on strong first instruction, increasing rigor of lessons, and differentiation for students based on needs.

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 increase positive attendance
 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
Attendance Rates Chronic Absences Rate	Decrease to 6.2% of Chavez students were identified as Chronic Absentees. Decrease in Truancy Rates to 24.5% of Chavez students.	Decrease the amount of student chronic absenteeism by 3%. Decrease the amount of students truancy rate by 3%
Suspension Rates Expulsion Rates	Chavez had a suspension rate of 5.59% and an expulsion rate of 0%	Decrease the amount of students suspended from school by 3% and maintain an expulsion rate to 0%.
CHKS	Chavez scores in 5th grade on the CHKS in the area of School Connectedness were 52, in the area of High Expectations were 56, and the same in Meaningful Participation. Chavez scored in 7th grade on the CHKS in the area of School Connectedness were 43, in the area of High Expectations were 44, and 7 in Meaningful Participation.	Improve students School Connectedness and Meaningful Participation and in Meaningful Participation by 5% in grades 5th and 7th

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

1. Staff will participate in CHAMPS training and implement the program for Positive 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)

District Funded

CHAMPS program

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

2. Staff will participate in Restorative Justice training and implement the program for Positive 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)

District Funded

Professional development

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

3. Outreach Specialist and Staff will collaborate to identify students with needs and provide supports to family and students who experience hardships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Centralized Services Classified Salaries for Outreach Specialist
2200	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries for ORC: Extra time

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

4. School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Centralized Services Classified Salaries for Counselor
500	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Salaries: Extra time

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

5. In order to support the Core Academics of students and keep them drug free, the school will implement Minnesota Smoking Prevention Program in 6th grade and Project Alert in 7th grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 & Project Alert programs

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

6. Student discipline data will be monitored at intervals throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Collaboration

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

7. Staff will follow the MTSS pyramid for behavior and social-emotional issues.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty input field for Amount(s)]

Collaboration

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

8. All staff and students will participate in monthly fire drills and bi-monthly earthquake 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)

[Empty input field for Amount(s)]

Safety

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

9. All staff and students will participate in lockdown drills at least twice a year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty input field for Amount(s)]

Safety

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

10. A school wide evaluation drill will be conducted annually

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Safety

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

11. The Safety Committee will monitor the Safety Plan, provide Disaster Preparedness training to staff, and make revisions as necessary.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Safety

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

12. Campus supervisors will monitor students before school, at lunch, at recess, and in the hallways and passing periods. There is a need to have multiple areas supervised at all times which requires site to fund additional hours to keep students safe.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Classified Salaries: 7 Campus Assistants
1025	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries: Extra time
2000	Discretionary 2000-2999: Classified Personnel Salaries Classified Salaries: Extra time

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

13. In order to support the Core Academics of students the school will hold regular social skills and discipline assemblies (2X a year)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Student assemblies

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

14. In order to support the Core Academics of students the school will implement monthly classroom visits by the principal, assistant principals, and counselor to address social skills and life 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)

5000

Title I
4000-4999: Books And Supplies
Materials and supplies

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

15. In order to promote a safe, drug-free environment conducive to learning, the school will promote Red Ribbon Week activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF - Targeted
4000-4999: Books And Supplies
Materials and supplies

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

16. Students, Staff and Parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey for data collection related to social-emotional health.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty input box for Amount(s)]

TUPE
Survey

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.

Middle School students

Strategy/Activity

17. 6th, 7th, and 8th grade students will participate in the tobacco use prevention program, Friday Night Live (FNL). FNL advisers will receive 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)

[Empty input box for Amount(s)]

TUPE
Prevention Program

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

18. In order to support the Core Academics of students the school will review and update Comprehensive School Safety Site Plan

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty input box for Amount(s)]

[Empty input box for Source(s)]

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.

Middle School students

Strategy/Activity

19. Materials and Supplies to use as incentives and motivators for Middle School students and Field Trips to support Middle School Elective 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)

1000

LCFF - Targeted
4000-4999: Books And Supplies
Materials and supplies

2850

LCFF - Targeted
5000-5999: Services And Other Operating
Expenditures
Field trips

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.

Migrant, SED, Foster, Homeless students

Strategy/Activity

20. Implementation of Before and After School tutoring in ELA, Math, and ELD for targeted student in special populations, including Foster Youth, EL's and McKinney Vento

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Certificated Salaries: Extra Time

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

21. Student attendance will be monitored. School will provide specific interventions and support to students and families in meetings when concerned with absences and tardies. Students will also receive incentives for good and perfect attendance by receiving awards, prizes and end of year field trip.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials and supplies

1000

LCFF - Targeted
5000-5999: Services And Other Operating
Expenditures
Field Trip

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.

Strategy/Activity

22. The school will provide social/emotional support for students by Ventura Co. Social Worker and 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)

Centralized Services
Counselor salary

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

23. The school will hold regular Coordinator Service Team (COST) and Student Success team (SST) meetings for at risk students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Substitute Teachers

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.

English Learners

Strategy/Activity

24. EL students and families requiring additional assistance with behavior and family issues may be referred to Parenting Education, such as Triple P Project/City Impact, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

50

Source(s)

Title III
2000-2999: Classified Personnel Salaries
Extra Time

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

25. The school will provide professional development by continuing to train campus supervisors in effective ways to support students with positive behavior and discipline. Training will include CHAMPS, PBIS, and NCPI.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Last year all the strategies and activities we set for overall effectiveness resulted in achieving our set goals in decreasing suspensions and expulsions . All actions for this school year have been scheduled in the master calendar and communicated to all stakeholders through staff meetings, email and a shared calendar. The effectiveness of the actions will be evaluated after each trimester via collaboration with focus on data analysis. The PBIS NEST team, counselor, ORC and administrators will continue to work on improving positive school climate and the social emotional support of our students.

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

Funding has been allocated for the intended implementation of strategies and activities in all areas of Social Emotional Support and School Climate.

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.

School is including all stakeholders in developing the actions and strategies for this plan, including community, campus assistants, students and parents. The annual outcome is to have an increase in student activities during the year and analyze students ability to use the strategies presented by monitoring their attendance, behavior and academic achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in Parent Education and School Activities	Parents attendance to Parenting classes and activities was between 10 to 40 parents per event.	Increase parent attendance by 10% by increasing the amount of parent education opportunities. Increase Parent Education and Activities that focus on helping parents connect to school and how to help students succeed in school measured by the parent sign in sheets at the different education events and school activity opportunities.
Parent Volunteering	Parent Volunteers increased to 12 parents cleared by the District Volunteer Procedures.	Increase Parent Volunteers to 3% of Chavez families cleared by the District Volunteer Procedures.

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

1. Title 1 meeting will be held to inform parents of school goals, programs, and activities twice a year, at the beginning and the end of 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)

50

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated Salaries: Extra clerical support

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

2. The parent compact will be developed and revised at parent 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)

50

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Classified Salaries: Babysitting

50

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Certificated Salaries: Extra clerical support

50

Title I
4000-4999: Books And Supplies

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

3. The Parent Involvement Policy will be developed and revised at parent 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)

Collaboration

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

4. Parent Education will be provided by the school, which will include transition to HS, to Middle School, out of Kindergarten, Early Literacy, A-G requirements, etc. in order to increase parent and family involvement in schools.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Classified Salaries: Babysitting

300

Title I
4000-4999: Books And Supplies
Material and Supplies

100	LCFF - Targeted 2000-2999: Classified Personnel Salaries Extra Time
100	Title I 2000-2999: Classified Personnel Salaries Classified Salaries: Babysitting
1000	Discretionary 4000-4999: Books And Supplies materials and supplies

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

5. Parent/Teacher conferences will be held to inform families of student ELA, Math, and ELD progress, ensuring the availability of translation services in order to establish effective communication between home and school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Translation
100	Title I 2000-2999: Classified Personnel Salaries Classified Salaries: Extra Time

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

Strategy/Activity

6. Coffee with the Principal meetings will be held to offer training opportunities for English Learner so parents learn how they can assist their child at home in ELA, Math, and learn about school 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.

Amount(s)	Source(s)
200	Title III 4000-4999: Books And Supplies Materials, Supplies, Food
200	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Babysitting

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.

Special Education

Strategy/Activity

7. IEP meetings will be held to plan individual student 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)
3442	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers

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

8. Coordinate School Site Council (SSC) meetings and jointly develop agendas with parent input. These meeting will have Mixteco translators, babysitting provided.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	Title I 2000-2999: Classified Personnel Salaries Classified Salaries: Babysitting
100	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Translators

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

9. Notify parents of upcoming events through school marquee, Connect Ed Calls, student iPads, OSD app, display cases, and updated school website with information for parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100	Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries: Extra clerical support for translation

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

10. Teachers will present Academy Integrated Thematic Units to families with the focus on Literacy, Communication Arts, and Technology. Each Unit will be presented by individual grade levels on site, during the evening at Trimester 2 and 3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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1000	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies
1090	Discretionary 4000-4999: Books And Supplies materials and supplies

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

11. Parent Teacher Association (PTA) meetings will be scheduled and agendas will be developed with parent input.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Parent meetings

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.

English Learners

Strategy/Activity

12. Reclassification meetings will be held with parents of EL students in order to inform and sign necessary paperwork.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Reclassification meetings

500

Discretionary
4000-4999: Books And Supplies
materials and supplies

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

13. The school will provide opportunities for parents to attend site based parent training to help low income families with student success, such as District Office training, teacher parent education nights, and CAFE parent professional 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)

500

Title III
5000-5999: Services And Other Operating
Expenditures
Travel and Conference

500

Title III
1000-1999: Certificated Personnel Salaries
Teacher Extra Time

500

Title III
4000-4999: Books And Supplies
Materials and Supplies

185

Title I
5000-5999: Services And Other Operating
Expenditures
Travel and Conference

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

14. The School will provide support to homeless and foster youth families through the school counselor and outreach specialist. Their needs will be communicated through ORC to the site staff and will include home visits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries: Extra Time
500	Discretionary 4000-4999: Books And Supplies materials and supplies

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.

English Learners

Strategy/Activity

15. English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input. These meeting will have Mixteco translators, babysitting, food and beverages provided.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
750	Title III 4000-4999: Books And Supplies Materials and Supplies, including food and beverages
200	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Babysitting
200	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Translation

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.

Strategy/Activity

16. Create and present units into the Academy Integrated Thematic Unit with the focus on Literacy, Communication Arts, and Technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies
1000	Discretionary 4000-4999: Books And Supplies materials and supplies

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.

All actions have been scheduled in the master calendar and communicated to all stakeholders through phone calls, email, PeachJar. and a shared on display boards and school marquee.

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

Funding has been allocated for the intended implementation of strategies and activities with the intent to increase events and education for families.

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.

School will increase the number of activities offered during the school 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	\$144,222.00
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	\$326,411.00

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	\$119,271.00
Title III	\$24,951.00

Subtotal of additional federal funds included for this school: \$144,222.00

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

State or Local Programs	Amount (\$)
Discretionary	\$56,749.00
LCFF - Intervention	\$74,465.00
LCFF - Targeted	\$50,975.00

Subtotal of state or local funds included for this school: \$182,189.00

Total of federal, state, and/or local funds for this school: \$326,411.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	119,271.00	0.00
Title III	24,951.00	0.00
LCFF - Targeted	50,975.00	0.00
LCFF - Intervention	74,465.00	0.00
Discretionary	56,749.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	56,749.00
LCFF - Intervention	74,465.00
LCFF - Targeted	50,975.00
Title I	119,271.00
Title III	24,951.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	6,000.00
2000-2999: Classified Personnel Salaries	Discretionary	2,500.00
4000-4999: Books And Supplies	Discretionary	42,090.00
5000-5999: Services And Other Operating Expenditures	Discretionary	1,000.00
5700-5799: Transfers Of Direct Costs	Discretionary	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	2,159.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	33,000.00

2000-2999: Classified Personnel Salaries	LCFF - Intervention	39,965.00
5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	3,550.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	6,075.00
4000-4999: Books And Supplies	LCFF - Targeted	22,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	6,850.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	12,000.00
1000-1999: Certificated Personnel Salaries	Title I	68,633.00
2000-2999: Classified Personnel Salaries	Title I	15,150.00
4000-4999: Books And Supplies	Title I	28,603.00
5000-5999: Services And Other Operating Expenditures	Title I	3,185.00
5700-5799: Transfers Of Direct Costs	Title I	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,700.00
1000-1999: Certificated Personnel Salaries	Title III	5,600.00
2000-2999: Classified Personnel Salaries	Title III	1,150.00
4000-4999: Books And Supplies	Title III	8,701.00
5000-5999: Services And Other Operating Expenditures	Title III	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	4,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	288,819.00
Goal 2	23,125.00
Goal 3	14,467.00

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
Susana Vargas	Parent or Community Member
Adriana Morales	Parent or Community Member
Maria Teresa Salazar	Parent or Community Member
Evaristo Penafort	Parent or Community Member
Elizabeth Miravete	Parent or Community Member
Yolanda Gonzalez	Other School Staff
Daniel Galaviz	Classroom Teacher
Laura Silva	Classroom Teacher
Jasmin Arceo	Classroom Teacher
Brasilia Perez	Principal

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 10/17/2019.

Attested:



Principal, Mrs. Brasilia Perez on 10/17/2019



SSC Chairperson, Mrs. Maria Teresa Salazar on 10/17/2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019