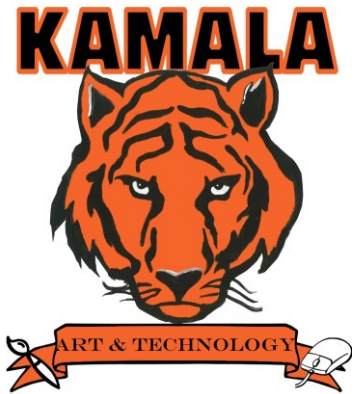


School Year: **2019-20**



# 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
Kamala School	56725386055339		November 14, 2018

## 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.

Kamala is a kindergarten through eighth grade school where we believe that every student can succeed. Within our school, we have a Dual Language Immersion (DLI) program focused on building bilingual, biliterate, and bicultural students. We also have a strong commitment to strengthening our K-8 community through K-2 and middle school buddy programs, recess activities, spirit days and other activities. Our PBIS 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.

Low test scores have been a driving force for teachers and staff to rethink how we have been doing things and analyze best strategies and how we have been using data. The staff of Kamala School are working to build strong professional learning communities and collaborating with grade level and vertical teams to improve student learning.

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 are the focal points for our Instructional Leadership Team and PLC work. The leadership team will facilitate this work in their PLCs and during collaboration with grade level colleagues. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data and respond to the data are significant actions in our plan. Grade level teams have also been collaborating and planning with our math coach for both lessons and short-term interventions based on data. The math coach has gathered research on effective instructional practices for teachers and supported grade levels with data analysis of benchmark assessments.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with targeted interventions. Teachers are also committed to providing structured extended learning opportunities for students based on analysis of data. Our plan is to provide both remediation and enrichment opportunities for students. Analysis of formative data and continued progress monitoring will provide key information for teachers to place students in correct interventions. Student monitoring meetings with grade level teams and administration will provide an additional structure for data analysis.

Our DLI program is now in its sixth year with DLI students in grades K-5. All classes in kindergarten and first grade are DLI classes and teachers in K - 1 are using the designed, content-based units. Teachers in all DLI classes will continue to foster oracy and make connections between the languages for students and will ensure that students' language proficiency and academic vocabulary are a major component of designated and integrated ELD.

Students in the middle school are engaged in electives connected to our strand focus of Art and Technology. Art is offered as an elective to middle school students as are the electives of Careers, Health and Environmental Science. Our art teacher does school-wide art projects that can be viewed in in our cafeteria. Students and staff are excited to see the major art pieces the teacher is able to create with the individual pieces she receives from everyone at Kamala!

All stakeholders must work together to support students. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes and Coffee with Us/Cafe con Nosotros.

"One Team. One Goal./ Un equipo. Una Meta" defines our school community (teachers, staff, parents, families and students) and how we are moving as one to team to improve student achievement.

# Table of Contents

- SPSA Title Page..... 1
- Purpose and Description ..... 1
- Table of Contents ..... 3
- Comprehensive Needs Assessment Components ..... 5
  - Data Analysis ..... 5
  - Classroom Observations ..... 5
  - Analysis of Current Instructional Program ..... 5
- Stakeholder Involvement ..... 9
- Resource Inequities ..... 9
- School and Student Performance Data..... 10
  - Student Enrollment ..... 10
  - CAASPP Results ..... 12
  - ELPAC Results ..... 17
  - Student Population..... 19
  - Overall Performance ..... 20
  - Academic Performance ..... 21
  - Academic Engagement ..... 27
  - Conditions & Climate..... 30
- Goals, Strategies, & Proposed Expenditures ..... 32
  - Goal 1 ..... 32
  - Goal 2 ..... 50
  - Goal 3 ..... 59
- Budget Summary ..... 66
  - Budget Summary ..... 66
  - Other Federal, State, and Local Funds ..... 66
- Budgeted Funds and Expenditures in this Plan..... 67
  - Funds Budgeted to the School by Funding Source ..... 67
  - Expenditures by Funding Source ..... 67
  - Expenditures by Budget Reference and Funding Source ..... 67
  - Expenditures by Goal..... 68
- School Site Council Membership ..... 69
- Recommendations and Assurances ..... 70
- Instructions ..... 71
  - Instructions: Linked Table of Contents ..... 71
  - Purpose and Description ..... 72
  - Stakeholder Involvement..... 72

Resource Inequities ..... 72

Goals, Strategies, Expenditures, & Annual Review..... 73

    Annual Review ..... 74

    Budget Summary ..... 75

    Appendix A: Plan Requirements ..... 77

    Appendix B: ..... 80

    Appendix C: Select State and Federal Programs ..... 82

# 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.

The administrators visit classrooms regularly to identify what is going well and what areas are in need of support. We have been working on building strong relationships with students and focusing on strong, effective first instruction and rigor in lessons. Over the past year, teachers have worked to build stronger relationships with students to make teaching and learning more effective. The number of office referrals decreased and stronger connections were made with students. We will continue to focus this year on strong, effective first instruction. Two site goals were developed as a focus this year for our leadership team and our grade level PLCs. We will work on consistent, standards-based lessons with high rigor and progress monitoring using common formative assessments.

## 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)

Analysis of the CAASPP results reveal that in grades 3-6, the percentage of students in the not met and nearly met levels have decreased over the past four years with corresponding gains in the met and exceeded levels in ELA. The increase in scores can be attributed in part to a strong focus on reading in the primary grades. Teachers have started to review the claims data from the CAASPP to analyze their instruction and plan for the upcoming year. The STAR 360 and interim assessment blocks data are also analyzed; however, we are continuing to work on how to convert this data analysis to a change in instructional practices.

Teachers have been reviewing the data on claims and targets to identify any patterns or trends that will help to focus instruction in the classroom and improve student achievement.

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

We have been working to increase data analysis in grade level groups over the past two years. In order to more accurately monitor student progress, the STAR 360 assessments will be administered at least every 6 weeks and grade level PLCs will begin working on creating common formative assessments this year. Grade level leadership team representatives will facilitate data discussions and teams will develop strategies to support students based on the data.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

Teacher collaboration is fostered through both vertical and grade level teams. We are continuing to build strong Professional Learning Communities with our grade level teams through which teachers use the cycle of inquiry to improve student learning. The Instructional Leadership Team grade level representatives will be facilitating PLC meetings with protocols developed during leadership meetings. The protocols will focus on the cycle of inquiry, common assessment practices, and analysis of lesson rigor. Collaboration for planning strong first instruction and developing common formative assessments in addition to PLC work is another piece to improving student learning. DLI teachers also need additional planning/collaboration time to meet with their 50/50 partners as well as their language partners to ensure continuity of program and effective teaching. Vertical teams meet during staff meetings to ensure that expectations are consistent at each grade level and teachers are increasing rigor throughout the year so that students are prepared for the next grade level.

## 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)

Various supports are identified and put into practice to support underperforming students. Tier one supports include small group, timely intervention in the classroom/universal access when students are not meeting standards. Review of classroom data, STAR 360 scores, and other relevant data are reviewed during PLC meetings to provide additional support in the classroom. The math coach may provide intervention support for students in grade K-8 if needed. For students who need additional support to meet standards, after school tutoring can be provided. Tier two supports can be identified through CST/SST process for students with academic, behavior or social/emotional needs that may require more intensive support. These supports include more intensive tutoring, small group work with the reading specialist for students in grades K-2, counseling support or services from outside agencies.

Evidence-based educational practices to raise student achievement

We have done a lot of work with the staff on building strong relationships with students and families to build a safe learning environment for students. Standards based instruction with high rigor and stated learning objectives are also practices on which we continue to focus and develop. Professional development in these areas is ongoing. Through analysis of grade level writing standards and the progression of the standards from K through 8th grade, teachers identified an end of year writing objective for each grade level. Each end of year objective will ensure that students are ready for the upcoming grade level standards. Writing across subject areas with a progression towards the end of year objective is another practice to raise student achievement.

## Parental Engagement

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

The administration, counselor and ORC work to provide Triple P parenting classes and Logrando Bienestar workshops. These are well attended by parents and provide great information and support to families. Administration and teachers are planning family reading and math nights with a focus on what students are learning and how the school and families can work together to support student learning.

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)

Teachers, staff and parents are involved in the various stages of the programs. After an analysis of data, teachers and their grade level teams are asked for input through a priority index of the actions/programs. Teachers implement the programs and continue to analyze effectiveness through data analysis. Parents and staff involvement is elicited through ELAC and SSC meetings as well as Back to School Night and other parent meetings. CAASPP data is presented to parent groups with an analysis of the programs and feedback and input on SPSA actions is regularly discussed at both ELAC and SSC meetings.



## Funding

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

Analysis of CAASPP and STAR 360 results indicated a lack of growth in math. In order to support teaching and learning in this area, Title I funds have been used for a Math Coach at Kamala. A major focus for the math coach in the primary grades is on building strong number sense with students as data analysis revealed this as a significant area of improvement. The math coach collaborates with teachers in planning, researches instruction that supports growth mindset, engages in lesson study with teachers, and teaches intervention groups. The coach also works with parents at ELAC, Coffee with Us/Cafe con Nosotros, and parent nights on ways to support math learning at home. Additional Title I funding is used to provide AVID tutors for our middle school AVID program. This is a key component of the AVID program and supports students in small 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**

After data analysis and discussion of SPSA actions, teachers input is gathered to inform actions on the SPSA and school goals. The leadership team meets regularly to discuss data and continued actions and the effectiveness of those actions. Actions are reviewed with the school site council and input is solicited from ELAC members at every meeting.

## **Resource Inequities**

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

Due to the changing enrollment numbers, our teaching staff has changed at some grade levels which interferes with the momentum and grade level structures in place. Over the past few years, we have not had a consistent Outreach Consultant which had an impact on our support of chronic absentees and building attendance improvement programs for students. We now have an ORC who has been working closely with the attendance technician and counselor to support families and students with consistent attendance.

# 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	0.9%	1.02%	%	11	12	
Asian	0.1%	0.08%	%	1	1	
Filipino	0.5%	0.51%	%	6	6	
Hispanic/Latino	96.8%	96.36%	%	1,162	1137	
Pacific Islander	%	%	%			
White	1.4%	1.78%	%	17	21	
Multiple/No Response	%	%	%			
<b>Total Enrollment</b>				1,200	1180	

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	121	114	
Grade 1	121	116	
Grade 2	140	137	
Grade3	143	135	
Grade 4	120	135	
Grade 5	155	129	
Grade 6	149	149	
Grade 7	132	137	
Grade 8	119	128	
<b>Total Enrollment</b>	1,200	1,180	

### Conclusions based on this data:

Our enrollment has declined over the past two years which is consistent with the district. Additionally, we are currently transitioning to a full biliteracy school. In grades 2-8, we currently have both a DLI program and an English Enrichment instructional program. In grades K-1, all classes are DLI. As the DLI program moves up, our enrollment will continue to decline slightly as the class size in K-2 is smaller and students are not added to the program in the upper grades.

# 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	763			63.6%		
Fluent English Proficient (FEP)	258			21.5%		
Reclassified Fluent English Proficient (RFEP)	48			6.4%		

### Conclusions based on this data:

The percentage of English Learners has remained in the 60% range, with a slight decrease of a percentage or two over the past few years. Our reclassification rate has increased slightly each year. Students in the upper grade who are still classified as English Learners (LTELs) will require more targeted support in order to meet reclassification criteria on the ELPAC and CAASPP or STAR 360 assessments. A deeper analysis of both ELPAC and CAASPP claims and targets for these students will be critical in identifying specific areas for intervention and support. Students in the primary grades will benefit from oracy development in our biliteracy classes which will provide a strong foundation for reading and writing. A schoolwide focus on writing across the curriculum will benefit our LTELs and EL students in the primary grades as this work will develop reading and critical thinking skills in addition to writing skills.

# 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	142	137	135	141	136	134	141	136	134	99.3	99.3	99.3
Grade 4	119	126	130	119	125	130	119	125	130	100	99.2	100
Grade 5	151	123	128	151	121	128	151	121	128	100	98.4	100
Grade 6	142	147	115	142	145	114	142	145	114	100	98.6	99.1
Grade 7	132	133	122	132	133	122	132	133	122	100	100	100
Grade 8	115	128	127	115	126	127	115	126	127	100	98.4	100
All Grades	801	794	757	800	786	755	800	786	755	99.9	99	99.7

\* 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	2342.	2376.	2382.	1.42	9.56	3.73	9.22	12.50	24.63	21.99	29.41	23.13	67.38	48.53	48.51
Grade 4	2399.	2423.	2421.	6.72	8.00	12.31	6.72	20.80	17.69	31.93	26.40	24.62	54.62	44.80	45.38
Grade 5	2432.	2475.	2469.	0.66	9.09	3.91	18.54	33.06	32.81	23.84	23.97	26.56	56.95	33.88	36.72
Grade 6	2443.	2458.	2487.	0.00	1.38	5.26	14.79	18.62	28.07	27.46	28.97	30.70	57.75	51.03	35.96
Grade 7	2501.	2497.	2507.	4.55	1.50	3.28	24.24	20.30	31.15	32.58	45.11	28.69	38.64	33.08	36.89
Grade 8	2514.	2535.	2514.	1.74	3.97	1.57	20.87	30.95	22.83	40.00	34.92	43.31	37.39	30.16	32.28
All Grades	N/A	N/A	N/A	2.38	5.47	5.03	15.75	22.39	26.09	29.13	31.55	29.40	52.75	40.59	39.47

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	0.71	12.50	10.45	32.62	44.85	50.00	66.67	42.65	39.55
Grade 4	8.40	11.20	10.77	42.02	53.60	46.15	49.58	35.20	43.08
Grade 5	3.31	11.57	13.28	48.34	52.89	52.34	48.34	35.54	34.38
Grade 6	2.11	6.90	7.89	35.21	39.31	42.98	62.68	53.79	49.12
Grade 7	10.61	6.77	9.84	41.67	46.62	50.82	47.73	46.62	39.34
Grade 8	6.96	12.70	7.09	42.61	49.21	42.52	50.43	38.10	50.39
All Grades	5.13	10.18	9.93	40.38	47.46	47.55	54.50	42.37	42.52

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	4.26	7.35	7.46	28.37	38.97	47.01	67.38	53.68	45.52
<b>Grade 4</b>	8.40	7.20	11.54	42.02	53.60	50.77	49.58	39.20	37.69
<b>Grade 5</b>	3.97	20.66	14.84	51.66	47.11	52.34	44.37	32.23	32.81
<b>Grade 6</b>	5.63	1.38	5.26	32.39	34.48	57.89	61.97	64.14	36.84
<b>Grade 7</b>	9.85	4.51	8.20	61.36	57.14	52.46	28.79	38.35	39.34
<b>Grade 8</b>	10.43	8.73	3.94	59.13	50.00	59.84	30.43	41.27	36.22
<b>All Grades</b>	6.88	8.02	8.61	45.38	46.56	53.25	47.75	45.42	38.15

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	4.26	9.56	6.72	56.74	58.09	69.40	39.01	32.35	23.88
<b>Grade 4</b>	5.04	7.20	8.46	53.78	59.20	60.77	41.18	33.60	30.77
<b>Grade 5</b>	3.31	9.09	6.25	55.63	62.81	67.97	41.06	28.10	25.78
<b>Grade 6</b>	4.23	4.83	6.14	48.59	62.76	71.05	47.18	32.41	22.81
<b>Grade 7</b>	4.55	2.26	3.28	49.24	66.92	68.85	46.21	30.83	27.87
<b>Grade 8</b>	5.22	5.56	5.51	62.61	71.43	63.78	32.17	23.02	30.71
<b>All Grades</b>	4.38	6.36	6.09	54.25	63.49	66.89	41.38	30.15	27.02

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	2.13	8.82	7.46	40.43	49.26	56.72	57.45	41.91	35.82
<b>Grade 4</b>	7.56	8.00	12.31	47.06	60.80	49.23	45.38	31.20	38.46
<b>Grade 5</b>	7.95	15.70	14.84	41.72	55.37	46.09	50.33	28.93	39.06
<b>Grade 6</b>	7.75	13.10	16.67	39.44	49.66	52.63	52.82	37.24	30.70
<b>Grade 7</b>	11.36	9.77	20.49	48.48	59.40	50.82	40.15	30.83	28.69
<b>Grade 8</b>	9.57	21.43	10.24	54.78	55.56	60.63	35.65	23.02	29.13
<b>All Grades</b>	7.63	12.72	13.51	44.88	54.83	52.72	47.50	32.44	33.77

**Conclusions based on this data:**

The percentage of students at the Not Met level has decreased since 2016-17 with an increase in the mean scale score in all but one grade. The percentage of students below standard in each of the claims has also decreased with one grade level continuing to fluctuate. Although we have made steady growth, the increases have not been significant in most areas. Cohort data at some grade levels reveal larger increases in growth; particularly grades 5 and 7. Effective strategies in these grade levels will be identified and shared. In looking at the reading claim, the percentage of students above standard has increased greatly since 2016-17. This is a positive reflection of the work being done in grades K-2 to build strong foundational reading skills for our students. The focus moving forward is to continue this growth and expand on this foundation. In all of the claims, there is a large percentage of students at the Near Standard level. We have developed site goals to improve student achievement and growth in

all areas (Consistent, standards-based teaching with high rigor and progress monitoring with common formative assessments).

# 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	142	137	135	142	136	133	142	136	133	100	99.3	98.5
Grade 4	119	126	130	119	124	130	119	124	130	100	98.4	100
Grade 5	151	123	128	151	121	128	151	121	128	100	98.4	100
Grade 6	142	147	115	142	145	113	142	145	113	100	98.6	98.3
Grade 7	132	133	122	132	133	122	132	133	122	100	100	100
Grade 8	115	128	127	115	127	127	115	127	127	100	99.2	100
All Grades	801	794	757	801	786	753	801	786	753	100	99	99.5

\* 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	2363.	2382.	2391.	0.70	4.41	5.26	8.45	22.06	21.80	30.99	22.06	25.56	59.86	51.47	47.37
Grade 4	2396.	2439.	2436.	1.68	0.00	7.69	3.36	27.42	23.85	31.09	39.52	24.62	63.87	33.06	43.85
Grade 5	2417.	2455.	2454.	0.66	3.31	3.91	4.64	10.74	13.28	26.49	39.67	27.34	68.21	46.28	55.47
Grade 6	2426.	2427.	2440.	0.70	0.69	0.88	3.52	4.83	7.96	23.94	26.90	28.32	71.83	67.59	62.83
Grade 7	2479.	2444.	2447.	1.52	0.75	0.00	12.88	1.50	5.74	38.64	24.06	26.23	46.97	73.68	68.03
Grade 8	2477.	2483.	2446.	3.48	3.94	1.57	10.43	5.51	5.51	25.22	27.56	21.26	60.87	62.99	71.65
All Grades	N/A	N/A	N/A	1.37	2.16	3.32	7.12	11.83	13.28	29.34	29.64	25.50	62.17	56.36	57.90

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	3.52	13.24	12.03	31.69	30.15	31.58	64.79	56.62	56.39
Grade 4	1.68	5.65	13.08	15.97	41.94	34.62	82.35	52.42	52.31
Grade 5	3.31	5.79	7.81	15.89	32.23	28.13	80.79	61.98	64.06
Grade 6	2.11	2.07	2.65	11.97	16.55	22.12	85.92	81.38	75.22
Grade 7	4.55	0.75	1.64	36.36	16.54	18.85	59.09	82.71	79.51
Grade 8	5.22	3.94	3.15	25.22	25.20	17.32	69.57	70.87	79.53
All Grades	3.37	5.22	6.91	22.72	26.72	25.63	73.91	68.07	67.46

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	1.41	8.82	10.53	38.03	38.24	42.86	60.56	52.94	46.62
<b>Grade 4</b>	4.20	4.84	10.00	30.25	46.77	40.00	65.55	48.39	50.00
<b>Grade 5</b>	0.66	3.31	7.03	27.15	38.02	38.28	72.19	58.68	54.69
<b>Grade 6</b>	0.70	0.69	0.88	26.76	32.41	36.28	72.54	66.90	62.83
<b>Grade 7</b>	3.79	1.50	2.46	47.73	31.58	34.43	48.48	66.92	63.11
<b>Grade 8</b>	6.09	10.24	1.57	33.91	46.46	29.13	60.00	43.31	69.29
<b>All Grades</b>	2.62	4.83	5.58	33.83	38.68	36.92	63.55	56.49	57.50

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	1.41	7.35	11.28	45.07	50.00	50.38	53.52	42.65	38.35
<b>Grade 4</b>	2.52	7.26	13.08	36.13	54.03	42.31	61.34	38.71	44.62
<b>Grade 5</b>	1.32	4.13	2.34	30.46	48.76	46.88	68.21	47.11	50.78
<b>Grade 6</b>	2.11	2.07	2.65	27.46	31.03	38.94	70.42	66.90	58.41
<b>Grade 7</b>	2.27	3.01	0.82	55.30	44.36	44.26	42.42	52.63	54.92
<b>Grade 8</b>	4.35	3.15	1.57	46.96	48.82	41.73	48.70	48.03	56.69
<b>All Grades</b>	2.25	4.45	5.44	39.83	45.80	44.22	57.93	49.75	50.33

**Conclusions based on this data:**

Overall scores indicate little movement among levels. Math continues to be an area of focus. The percentage of students below standard in each of the claims has declined since 2016-17 in grades 3-6, but is still significant. Grades 3-5 made slight increases in the percentage of students above standard in at least 2 of the claims. The percentage of students at the Met/Exceeded level consistently declines in the middle grades for both cohort and grade level data. After reviewing data, the math coach and teachers in the primary grades are working to ensure all students have strong basic number sense foundation. A strong number sense foundation will help students as they face more complex problems in the upper grades. We are also working on writing in math and problem solving in all grades with increasing levels in the upper grades. Teachers are working with the math coach to provide targeted intervention for students so that gaps in learning do not increase.



# 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:**

With the difference in the ELPAC over the past two years, comparisons in data are difficult. However, students are making growth and the percentage of students at levels 3 and 4 have increased.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>1,180</b>	<b>95.5%</b>	<b>62.7%</b>	<b>0.3%</b>

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	740	62.7%
Foster Youth	4	0.3%
Homeless	17	1.4%
Socioeconomically Disadvantaged	1,127	95.5%
Students with Disabilities	76	6.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.0%
Asian	1	0.1%
Filipino	6	0.5%
Hispanic	1,137	96.4%
Two or More Races	3	0.3%
White	21	1.8%






### Conclusions based on this data:

Our enrollment remained consistent last year and should be consistent this year with the percentage of English Learners and SED students. Our focus on providing strong first instruction and building relationships with students will continue to support EL and SED students as well as foster youth, homeless, and students with disabilities. The percentage of students with disabilities has remained consistent over the past few years with a slight increase last year.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 373 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="769 506 849 533">Orange</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1245 506 1325 533">Orange</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="293 703 373 730">Yellow</p>		
<p data-bbox="154 821 511 852"><b>English Learner Progress</b></p>  <p data-bbox="203 905 462 932">No Performance Color</p>		

### Conclusions based on this data:

As a K-8, we have been focusing a lot on building a strong school culture, along with teaching and learning, to address both the academic and social-emotional needs of students. We have made slight increases in both ELA and Math; however, there continues to be a lot of need in all areas. The increases in math made in the primary grades is negated by decreases as students move into the upper grades. We are working to address this decline by building a strong number sense and foundational understanding of math concepts in the primary grades so that students are better able to understand more complex concepts as students enter the upper grades. The chronic absenteeism and suspension rate contribute to this decline. We will focus on continued growth throughout the grade levels.

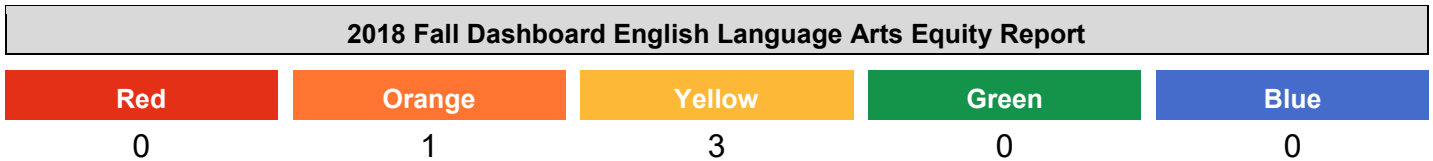
# School and Student Performance Data

## 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><b>All Students</b></p>  Yellow 49.4 points below standard Increased 21.7 points 761 students	<p><b>English Learners</b></p>  Yellow 52.7 points below standard Increased 24.8 points 616 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p><b>Homeless</b></p>  No Performance Color 74.6 points below standard Maintained 0.8 points 14 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 49.4 points below standard Increased 22.6 points 731 students	<p><b>Students with Disabilities</b></p>  Orange 125.2 points below standard Increased 20.6 points 68 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 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
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 48.3 points below standard Increased 22.6 points 735 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 99.2 points below standard 12 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
88.1 points below standard Increased 16.4 points 303 students	18.5 points below standard Increased 6.2 points 313 students	62.2 points below standard Declined -3.1 points 97 students

**Conclusions based on this data:**

Students in each of the subgroups increased the average scaled score with English Learners making the most gains; however, current ELs continue to be a subgroup that is furthest below standard. We are reclassifying students in grades 4 and 5 and have a lot of work to do with our LTELs to decrease the points below standard for this subgroup and increase achievement. Students with disabilities increased in average scale score, but are still significantly below standard. Strong first instruction with high rigor in conjunction with targeted ELD in all grades, will help to decrease the points below standard. Targeted intervention for LTELs is also needed to move students in this group.

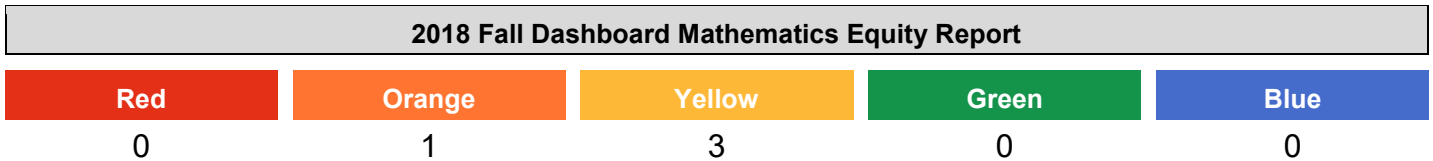
# School and Student Performance Data

## 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><b>All Students</b></p>  Yellow 88.1 points below standard Increased 10.9 points 761 students	<p><b>English Learners</b></p>  Yellow 87.9 points below standard Increased 14.7 points 617 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p><b>Homeless</b></p>  No Performance Color 67.1 points below standard Increased 72.3 points 14 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 88.5 points below standard Increased 10.9 points 731 students	<p><b>Students with Disabilities</b></p>  Orange 154.7 points below standard Increased 4.8 points 68 students

**2018 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 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
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 87.4 points below standard Increased 10.9 points 735 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 134.3 points below standard 12 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
108.9 points below standard Increased 10.9 points 303 students	67.7 points below standard Maintained 1 points 314 students	109.5 points below standard Declined -13.8 points 96 students

**Conclusions based on this data:**

All students and significant subgroups made minimal gains in math and continue to be significantly below standard. Even with the smallest point gain, RFEP students continue to have the lowest distance from met. A focus on number sense, problem solving and writing in math will support growth for all subgroups.



# 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
614	23.8%	41%	24.9%	10.3%

### Conclusions based on this data:

We have made gains in English Learner Progress with the majority of students scoring at level 3 or 4. After reclassifying students, there is a number of students in the upper grades who remain at levels 1, 2 or 3 and need to be moved to a level 4 in order to meet reclassification criteria. Overall, the students are doing well in the listening and speaking subtests, but continue to need support in the areas of reading writing to move to levels 3 and 4. A schoolwide focus on writing across the curriculum will support English Learners along with targeted ELD in all grades.

# 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		
<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

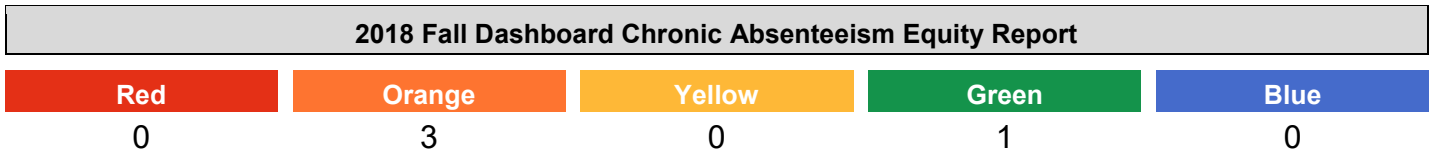
# School and Student Performance Data

## 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><b>All Students</b></p>  Orange 6.5% chronically absent Increased 0.7% 1218 students	<p><b>English Learners</b></p>  Green 4.9% chronically absent Maintained 0.4% 759 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p><b>Homeless</b></p>  No Performance Color 33.3% chronically absent Increased 11.1% 36 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 6.6% chronically absent Increased 0.7% 1168 students	<p><b>Students with Disabilities</b></p>  Orange 7.3% chronically absent Increased 1.5% 96 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 8.3% chronically absent Maintained 0% 12 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 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6% chronically absent Increased 0.5% 1175 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 23.8% chronically absent Increased 8% 21 students

**Conclusions based on this data:**

The percentage of students chronically absent is consistent across all subgroups with slight increases in all but English Learners. With a new ORC, we have put in place consistent attendance programs to decrease these percentages and increase student attendance. The correlation between absenteeism and student academic performance is addressed at parent meetings and with students individually. We are working on identifying the reasons for absences and working with families to remove obstacles to attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

N/A

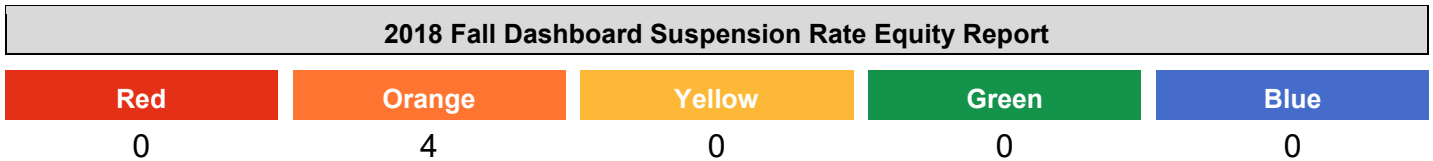
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











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><b>All Students</b></p>  Orange 1.7% suspended at least once Increased 1.4% 1252 students	<p><b>English Learners</b></p>  Orange 1.4% suspended at least once Increased 1.2% 782 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 6 students
<p><b>Homeless</b></p>  No Performance Color 0% suspended at least once Maintained 0% 36 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 1.8% suspended at least once Increased 1.4% 1200 students	<p><b>Students with Disabilities</b></p>  Orange 3.1% suspended at least once Increased 1.9% 98 students

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 8.3% suspended at least once Increased 8.3% 12 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.6% suspended at least once Increased 1.2% 1209 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0 Students	 No Performance Color 4.8% suspended at least once Increased 4.8% 21 students

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

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
3.6% suspended at least once	0.3% suspended at least once	1.7% suspended at least once

**Conclusions based on this data:**

The suspension rate has fluctuated over the past few years with slight increases recently with corresponding increases in each subgroup. Our work on school culture, PBIS and restorative justice has decreased the number of office referrals for suspendable offenses over the past two years. However, some of the issues that do come to the office have been previously addressed with other consequences and do require suspension. Unfortunately, the increase in vaping and other activities among middle school students has contributed to this increase. This topic has been addressed with parent groups through ELAC and Coffee with Us/ Cafe con Nosotros meetings and with students in their classes.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Language Arts and Math

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten: Percentage of students achieving High Growth as measured by the student growth percentile on STAR 360 Early Literacy Assessment Grade 1: Percentage of students achieving High Growth as measured by the student growth percentile on the STAR 360 Early Literacy Assessment and Math Assessment Grade 2: Percentage of students achieving High Growth as measured by the student growth percentile on the STAR 360 Early Literacy Assessment and Math Assessment Grades 3-8: Percentage of students at Met/Exceeded level on ELA and Math CAASPP. Percentage of students achieving High Growth as	Kindergarten: 30% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment  Grade 1: 49% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment 20% at/above CAASPP benchmark level on STAR 360 Math  Grade 2: 19% at/above CAASPP benchmark level on STAR 360 Reading 18% at/above CAASPP benchmark level on STAR 360 Math  Grade 3: 28% met/exceeded ELA CAASPP 27% met/exceeded Math CAASPP	Kindergarten: As measured by the STAR 360 Early Literacy Test, each class will have a student growth percentile of 66 or more. Grades 1 and 2: As measured by the STAR 360 Early Literacy Test and STAR 360 Math Test, each class will have a student growth percentile of 66 or more.  Grades 3 - 8: ELA: The percentage of students scoring at the met/exceeded standards on the ELA CAASPP will increase by 10 percentage points. As measured by the STAR 360 Reading Test, each class will have a student growth percentile of 66 or more.  Math: The percentage of students scoring at the



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
measured by the student growth percentile on the STAR 360 Reading and Math assessments.	<p>Grade 4 30% met/exceeded ELA CAASPP 32% met/exceeded Math CAASPP</p> <p>Grade 5 37% met/exceeded ELA CAASPP 17% met/exceeded Math CAASPP</p> <p>Grade 6 33% met/exceeded ELA CAASPP 9% met/exceeded Math CAASPP</p> <p>Grade 7 34% met/exceeded ELA CAASPP 6% met/exceeded Math CAASPP</p> <p>Grade 8 25% met/exceeded ELA CAASPP 8% met/exceeded Math CAASPP</p>	<p>met/exceeded standards on the math CAASPP will increase by 10 percentage points. As measured by the STAR 360 Math Test, each class will have a student growth percentile of 66 or more.</p> <p>English Learners in Grades 3-8: Decrease the percentage of students in the Not Met and Nearly Met levels on the CAASPP by 10 percentage points.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p>

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

Teachers will engage in PLC meetings three times/month. The focus for these meetings will be on the identified school goals of consistent, standards-based lessons with high rigor and progress monitoring using common formative assessments and STAR 360 data. Teachers will plan instruction, build common formative assessments, analyze data, monitor student progress and develop interventions as needed. The math coach and reading specialist will support planning and student monitoring in these meetings. Grade-level leadership team representatives will facilitate PLC meetings.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded Reading Specialist
83394	Title I 1000-1999: Certificated Personnel Salaries Math Coach
37877	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Math Coach
3196	Discretionary 1000-1999: Certificated Personnel Salaries Math Coach

## 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

Provide additional opportunities for collaboration between teachers, math coach, and reading specialist. Focus will be on planning, improving instructional strategies, and rigor in the classroom.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Reading Specialist (see action #1)
	Math Coach (see action #1)
52728	Title I 1000-1999: Certificated Personnel Salaries Teacher hourly rate for extra hours
5826	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher hourly rate for extra hours

### 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

Purchase materials to support implementation of the California State Standards, strong first instruction and provide targeted intervention and/or enrichment opportunities for students during in-school interventions.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12118	LCFF - Targeted 4000-4999: Books And Supplies Cost of materials
10990	Discretionary 4000-4999: Books And Supplies Cost of materials
500	LCFF - Targeted 4000-4999: Books And Supplies Materials for art strand
500	LCFF - Targeted 4000-4999: Books And Supplies Materials for electives

### 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 in biliteracy program

#### Strategy/Activity

Students in biliteracy program will learn to speak, read, and write in the targeted languages of Spanish and English in K-5.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

8112	LCFF - Targeted 4000-4999: Books And Supplies Books and materials to support implementation of DLI units and biliteracy in upper grades
2000	LCFF - Intervention 4000-4999: Books And Supplies Books and materials to support implementation of DLI units and biliteracy in upper grades

## 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

Administer progress monitoring and benchmark assessments throughout the year (including STAR 360 Reading and math, curriculum-based assessments, common formative assessments, and interim assessment blocks). Analyze data and adjust interventions as needed.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000-1999: Certificated Personnel Salaries  
Math Coach (see action #1)

## 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

Teachers will use adopted curriculum in ELA, SLA, ELD and math.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

4000-4999: Books And Supplies  
Curriculum

## 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

Purchase materials to support instruction and to maintain facilities to ensure a safe learning environment for the 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)

29325

Discretionary  
4000-4999: Books And Supplies  
Cost of supplies and equipment

3500

Discretionary  
5000-5999: Services And Other Operating  
Expenditures  
Maintenance agreements

2991

Discretionary  
5700-5799: Transfers Of Direct Costs  
Cost for publications materials

1500

Discretionary  
5800: Professional/Consulting Services And  
Operating Expenditures  
Service agreements

## 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

Conduct diagnostic assessment for struggling learners in ELA and math per benchmark data.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Reading Specialist (see action #1)
	1000-1999: Certificated Personnel Salaries Math Coach (see action #1)

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

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

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

All Students

### Strategy/Activity

Provide extended learning opportunities for targeted intervention and/or enrichment for students in ELA and/or math in grades 1-8.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15655	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring

## 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 and English Learners

### Strategy/Activity

Provide software programs to all students for differentiated learning opportunities (ex. StarFall, IXL, NewsELA, and BrainPop)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
22000	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Cost of agreements
4230	Title III 5800: Professional/Consulting Services And Operating Expenditures Cost of agreements
	Centralized Services 2000-2999: Classified Personnel Salaries Site Technology Technician

### 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

Conduct student monitoring conferences with teachers to address student learning needs and identify students who are at risk of not meeting grade level goals and additional supports to address needs.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	1000-1999: Certificated Personnel Salaries Teacher rate for extra hours (see action #1)

### 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

Conduct meetings with student study team to review cases of students who are not demonstrating sufficient progress on grade level standards and/or students who need additional 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)
3618	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Floating substitute to release teachers to meet during SST meetings.
4290	LCFF - Intervention 4000-4999: Books And Supplies Purchase materials (flexible seating, core discs, sensory items, etc.) to provide individualized support based on the needs identified through MTSS model
1000	LCFF - Intervention 4000-4999: Books And Supplies Incentives to improve student attendance.
1000	LCFF - Intervention 4000-4999: Books And Supplies Incentives to improve student academic performance.
	Centralized Services 2000-2999: Classified Personnel Salaries Cost of Outreach Consultant
	Centralized Services 1000-1999: Certificated Personnel Salaries Cost of Counselor

### 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.

#### Strategy/Activity

Provide access to and encourage participation in Accelerated Reader Renaissance 360 for all students.

#### Proposed Expenditures for this Strategy/Activity

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

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



	Cost of Renaissance Suite
	4000-4999: Books And Supplies Cost of academic incentives (see action #12)

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

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

#### Strategy/Activity

Implement small group early literacy intervention for intensive readers and English Learners in grades K-2

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 1000-1999: Certificated Personnel Salaries Reading Specialist
1000	LCFF - Intervention 4000-4999: Books And Supplies Intervention materials

### 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.

Special Education

#### Strategy/Activity

Conduct IEP meetings. Floating substitute to release general education teacher and special education teacher to conduct IEP 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)
12061	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Cost of substitutes

## 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 and English Learners

### Strategy/Activity

Support the AVID program with tutors, materials, and field trips in grades 6-8.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5113	Discretionary 2000-2999: Classified Personnel Salaries Cost of AVID tutors
5048	Title I 2000-2999: Classified Personnel Salaries Cost of AVID tutors
1000	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Buses for field trips for AVID students
1000	Discretionary 4000-4999: Books And Supplies Materials for AVID classes
688	Title III 4000-4999: Books And Supplies Materials for AVID Excel class
1437	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher rate for extra hours for AVID coordinator

## Strategy/Activity 17

### Students to be Served by this Strategy/Activity

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

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

All Students

### Strategy/Activity

Provide MyON program to all students to download books for independent reading at home and at 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)

[Empty box for Amount(s)]

District Funded  
5000-5999: Services And Other Operating Expenditures  
MyOn 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.

English Learners

Strategy/Activity

Provide additional 1 hour of para educator support for the Spanish kindergarten DLI classes.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5674

Title III  
2000-2999: Classified Personnel Salaries  
Cost of para educator for 1 hour/day for DLI classes

**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

Conduct Leadership Team meetings at least once/month to plan for upcoming PLC meetings; develop protocols for data analysis, taking assessments, planning instruction, etc.; discuss effective instructional strategies and strategies to improve rigor in the classroom. Leadership representatives will facilitate PLC 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)

[Empty box for Amount(s)]

1000-1999: Certificated Personnel Salaries  
Teacher hourly rate for extra hours as needed.  
(see action #1)

### Strategy/Activity 20

#### Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Conduct New Teacher Meetings monthly to support new teachers with planning instruction, classroom management, and other issues that may affect student learning and teacher retention.

#### Proposed Expenditures for this Strategy/Activity

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

1000-1999: Certificated Personnel Salaries  
Teacher hourly rate for extra hours as needed  
(see action #1)

### 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

Use ELPAC and other data to group students for daily 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)

[Empty box for Amount(s)]

No additional costs

## Strategy/Activity 22

### Students to be Served by this Strategy/Activity

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

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

English Learners

### Strategy/Activity

Monitor implementation of ELD and support teachers in planning for standards-based 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)

No additional costs

## 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.

English Learners

### Strategy/Activity

Provide extended learning opportunities for LTELs in grades 6-8.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6947

Title III  
1000-1999: Certificated Personnel Salaries  
Teacher hourly salary for tutoring

## Strategy/Activity 24

### Students to be Served by this Strategy/Activity

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

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

All Students

### Strategy/Activity

In order to improve math achievement, a math coach at Kamala will provide support to teachers and students. The math coach will focus on building foundational skills and building number sense in the primary grades, increasing rigor, building a math mindset. The coach will also assist with analysis of data to improve instruction and identify students in need of additional support. The math coach will model lessons and work directly with teachers to plan 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)

1000-1999: Certificated Personnel Salaries  
Math Coach (see action #1)

### Strategy/Activity 25

#### Students to be Served by this Strategy/Activity

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

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

All Students

### Strategy/Activity

Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (assemblies and field trips).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

12100

LCFF - Targeted  
5800: Professional/Consulting Services And  
Operating Expenditures  
Entrance fees for field trips

8000

LCFF - Targeted  
5700-5799: Transfers Of Direct Costs  
Transportation costs for field trips

### Strategy/Activity 26

#### Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide professional development for teachers.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1354

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Conference/training registration and fees

**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 in biliteracy program

Strategy/Activity

Conduct DLI meetings at least once/month to support teachers in the biliteracy program. Collaboration meetings will focus on implementation questions, planning for upcoming units, and identification of resources needed.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

11446

Source(s)

Title III  
1000-1999: Certificated Personnel Salaries  
Teacher hourly rate for collaboration time

**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 in grades 6-8

Strategy/Activity

Instructional Specialists will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and

facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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  
1000-1999: Certificated Personnel Salaries  
Instructional Specialist

### 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 in K-2

#### Strategy/Activity

In order to improve reading achievement, the district created a teaching position, called "Reading Specialists." These teachers are site-based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading 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  
1000-1999: Certificated Personnel Salaries  
Reading Specialist

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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



We made minimal gains in the percentage of students who scored in the met/exceeded bands of the CAASPP; however, this was below our target of 10 percentage points gain. Not all of the allocated funds for tutoring and lesson study/peer observation were used.

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

Much more funding has been allocated for teacher collaboration this year. Teachers were encouraged to meet with their grade level colleagues and the math coach before the school year to begin planning for the first trimester. Teachers will begin using data walls and meeting for dedicated PLC meetings to plan together, build assessments, and analyze data. The focus will continue to be on stronger first instruction with increasing depth of knowledge in lessons. We will also focus on writing across the curriculum in all grades. Our scores on the writing claim were low for all students and English Learners. Strong writing instruction incorporates strong reading strategies and critical thinking and supports all areas of instruction.

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.

In addition to the goal to increase the percentage of students in the met/exceeded band of the CAASPP, we have added the student growth percentile from the STAR 360 assessments. This is an indicator we will be monitoring throughout the year and will help us to monitor students and their growth in all bands. The percentage of students in the not met band has not been moving. Focusing data analysis and discussions in grade level PLC meetings will keep our attention on moving students up throughout the levels. This will help keep discussions focused on strong first instruction, increasing rigor of lessons, and targeted interventions when needed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Social Emotional Support and School Climate

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates Office Referrals California Healthy Kids Survey	<ul style="list-style-type: none"> <li>105 Office referrals for potentially suspendable offenses</li> <li>63 Student Suspensions in 2018-19</li> <li>9% of 7th grade students have used electronic cigarettes (CHKS data)</li> <li>4% of 7th grade students are currently using electronic cigarettes (CHKS data)</li> </ul>	<p>A. Decrease the office referrals by 10%</p> <p>B. Decrease the suspension rate by 10%</p> <p>C. Build and strengthen relations with Kamala families through parent nights and community-building events.</p> <p>D. Reduce the percentage of students experimenting/using tobacco products by 10%.</p>

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

Implement an attendance program to encourage students to come to school every day and on time.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Cost of ORC & Counselor (see goal #1, action #12)

**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

Continue implementation of the positive behavior support model school wide. PBIS committee will identify areas of need and opportunities to improve PBIS model. The specific focus for this year will be on establishing common structures and continuing to implement common expectations in all areas in grades K-8. We will also work with teachers and staff to gain a deeper understanding of STOIC and how that will support student behavior and academic learning.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Cost of ORC & Counselor (see goal #1, action #12)

**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

Hire campus assistants to help monitor the playground and cafeteria during recess and lunch time and monitor the school campus before school and at dismissal. The campus assistants are an integral part of the positive behavior system and safe environment for students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Discretionary  
2000-2999: Classified Personnel Salaries  
Cost of campus assistants

2330

Discretionary  
2000-2999: Classified Personnel Salaries  
Extra Help/Subs for campus assistants

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

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

All Students

Strategy/Activity

Provide tobacco prevention education through the "Friday Night Live" 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)

TUPE  
  
Prevention program

**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

Safety committee will review and update the Comprehensive Safe School 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 box for Amount(s)]

No additional costs

**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

School administrator will meet monthly with After School Program administrator to evaluate the program and work on correlating the after school program to the regular school day programs and services.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional costs

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

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

All Students

Strategy/Activity

Provide structured activities during recess and lunch to support students in making positive choices.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2000-2999: Classified Personnel Salaries  
Cost of campus assistants (see action #3)

4151

LCFF - Targeted  
4000-4999: Books And Supplies  
Cost of recess and PE equipment

### 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

Purchase materials to provide individualized support and incentives for school wide positive behavior support plan and for individual students who have academic and/or behavior plans.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4000-4999: Books And Supplies  
See goal 1, actions #12

### 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

Conduct fire, earthquake, and lockdown drills.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional costs

## 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

The After School Program will be offered to students in grades 1-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on 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)

## 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

Implementation of the Minnesota Smoking Prevention Program for 6th grade classes

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
2000-2999: Classified Personnel Salaries  
Cost of outreach coordinator (see Goal#1,  
action #12)

TUPE

MSPP program

## 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

The school counselor will work with students to make positive choices in adverse situations.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded  
1000-1999: Certificated Personnel Salaries  
Cost of counselor (see goal #1, action #12)

**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

Purchase materials to support instruction during physical education and recess to ensure a safe learning environment for the 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)

[Empty box for Amount(s)]

4000-4999: Books And Supplies  
Cost of equipment (see action #5)

[Empty box for Amount(s)]

2000-2999: Classified Personnel Salaries  
Cost of campus assistants (see action #3)

**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



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 mentoring and professional development for the after school staff on PBIS.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **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

Site principal meets monthly with ASES administrator to evaluate program and to work on correlating the after school program with the regular school day and services.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **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

Administration and PBIS committee will continue to work on establishing common structures and expectations for grades K-8.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

## SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

The school staff have been working on building the K-8 school culture with the staff and students. We have implemented a Tiger Cubs program so that 6th, 7th, and 8th grade students work with K-2 students weekly to build school bonds and a sense of responsibility within the school. The administration, counselor and outreach coordinator along with the school PBIS team, have done a lot of work and professional development on the importance of strong relationships with students. We have also done a lot of work on building common behavior expectations K-8 with clear guidelines for success.

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

There are not any major differences between the intended implementation and expenditures. We have purchased materials for the unstructured (recess) times and are working with the PBIS team and campus assistants to develop our vision of safer recesses. We have also continued to develop guidelines for success and schoolwide behavior expectations so that students know what the expectations are regardless of grade or area within the school. This has been a major shift and part of our goal to establishing a strong K-8 culture.

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

We were able to meet our goal of decreasing office referrals by 10%. However, the number of suspensions increased. Unfortunately, the suspendable issues that were referred to the office were safety concerns. The PBIS system in place has been working effectively to decrease office and playground referrals. We are continuing to improve on our current practices to continue to support students and teachers; specifically, restructuring the playground, teacher training on behavior monitoring and responses, and schoolwide expectations for students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent and Family Engagement

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS)- Parent Response	Parental Involvement on the CHKS  **Only 6 parents completed the CHKS survey <ul style="list-style-type: none"> <li>80% of parents responding strongly agreed/agreed that the school allows input and welcomes parents' contributions</li> <li>80% of parents responding strongly agreed/agreed that the school encourages parents to be an active partner with the school in educating his/her child</li> <li>80% of parents responding strongly agreed/agreed that the school actively seeks the input of</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of parents completing the CHKS survey to 100 respondents.</li> <li>Increase the percentage strongly agreeing/agreeing by 5 percentage points</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	parents before making important decisions	

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

Provide parent workshops through outside agencies including:

- Logrando Bienestar (VCBH)
- Triple P classes (New Dawn)
- Mom & Daughter Meetings
- Interface "My Body and Me" Classes

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
647	Discretionary 2000-2999: Classified Personnel Salaries Child Care
647	LCFF - Intervention 2000-2999: Classified Personnel Salaries Child Care
3883	Discretionary 2000-2999: Classified Personnel Salaries Custodial Extra Help/Subs
844	Discretionary 1000-1999: Certificated Personnel Salaries Counselor extra hours

## 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

Conduct parent involvement meetings such as:
• Title I meetings
• ELAC
• Coffee with Us/Cafe con Nosotros
• Reclassification Celebration
• Middle School to High School Transition meetings
• A-G Information Meetings
• Math Coach Information Meetings for Parents
• Parent Nights

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

183

Source(s)

Title I
4000-4999: Books And Supplies
Materials for classes

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.

English Learners

Strategy/Activity

Provide adult ESL classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Discretionary
2000-2999: Classified Personnel Salaries
Child Care - see action #1

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

Update the Kamala webpage on a regular basis to inform parents/community of school activities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional costs

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

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

English Learners

Strategy/Activity

Provide translation and home communication for non-English speaking homes.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

4309

Discretionary  
2000-2999: Classified Personnel Salaries  
Translation/interpretation services and office extra help

**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

Revise and implement the Parent Involvement Policy and School Compact with input from stakeholders - SSC, ELAC, PTA, and Title I 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)

No additional costs

**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.

English Learners

Strategy/Activity

Provide professional development and workshops (ex. CABE) for teachers and 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)

2517

Title III  
5000-5999: Services And Other Operating Expenditures  
Conference/training registration and fees

**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

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 school work.

**Proposed Expenditures for this Strategy/Activity**

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

ASES  
Supplies and refreshments

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide outreach services to parents and connections to community agencies providing families with support for attendance, family wellness, and behavior services.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

ORC and Counselor (see goal #1, action #12)

### 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

Offer family math and literacy nights to provide parents information on student learning in the classroom and how learning can be supported at home and art/technology nights to highlight work with our strand focus.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1768

LCFF - Targeted  
1000-1999: Certificated Personnel Salaries  
Teacher rate for extra hours

### 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**

Conduct parent conferences to discuss student progress, achievements, and concerns.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional costs

**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.

Kamala has been able to provide each of the parenting classes listed with an overall benefit for parents. Strategies to work with their students are learned and implemented. Although this may not directly correlate to an increase in the CHKS survey, parent feedback on the classes has been positive.

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

There are not major changes with the expenditures or overall implementation listed. We have changed Coffee with the Principal/Cafe con la directora to Coffee with Us/Cafe con Nosotros to be more inclusive and to be representative of the guest speakers that we sometimes have at Cafe con Nosotros. Plans to increase parent response to the CHKS include targeted times during ELAC and Coffee with Us/Cafe con Nosotros.

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

We have not made any major changes to the metrics or annual outcomes of the goal. We plan to be more proactive in parent meetings to get more parent responses on the CHKS.

# 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	\$174,209.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$400,497.00

## 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	\$142,707.00
Title III	\$31,502.00

Subtotal of additional federal funds included for this school: \$174,209.00

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	\$69,628.00
District Funded	\$0.00
LCFF - Intervention	\$47,592.00
LCFF - Targeted	\$109,068.00

Subtotal of state or local funds included for this school: \$226,288.00

Total of federal, state, and/or local funds for this school: \$400,497.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	69,628.00	0.00
Title I	142,707.00	0.00
Title III	31,502.00	0.00
LCFF - Targeted	109,068.00	0.00
LCFF - Intervention	47,592.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Discretionary	69,628.00
District Funded	0.00
LCFF - Intervention	47,592.00
LCFF - Targeted	109,068.00
Title I	142,707.00
Title III	31,502.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	4,040.00
2000-2999: Classified Personnel Salaries	Discretionary	16,282.00
4000-4999: Books And Supplies	Discretionary	41,315.00
5000-5999: Services And Other Operating Expenditures	Discretionary	3,500.00
5700-5799: Transfers Of Direct Costs	Discretionary	2,991.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	1,500.00
	District Funded	0.00

1000-1999: Certificated Personnel Salaries	LCFF - Intervention	15,655.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	647.00
4000-4999: Books And Supplies	LCFF - Intervention	9,290.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	22,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	62,587.00
4000-4999: Books And Supplies	LCFF - Targeted	25,381.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	12,100.00
1000-1999: Certificated Personnel Salaries	Title I	136,122.00
2000-2999: Classified Personnel Salaries	Title I	5,048.00
4000-4999: Books And Supplies	Title I	183.00
5000-5999: Services And Other Operating Expenditures	Title I	1,354.00
1000-1999: Certificated Personnel Salaries	Title III	18,393.00
2000-2999: Classified Personnel Salaries	Title III	5,674.00
4000-4999: Books And Supplies	Title III	688.00
5000-5999: Services And Other Operating Expenditures	Title III	2,517.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	4,230.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	379,218.00
Goal 2	6,481.00
Goal 3	14,798.00

# 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
Jodi Nocero	Principal
Yesenia Cedillo	Other School Staff
Rochelle Ford	Classroom Teacher
Lourdes Ayala	Classroom Teacher
Diana Donovan	Classroom Teacher
Irene Ortega	Parent or Community Member
Olivia Mendoza	Parent or Community Member
Mirian Martinez	Parent or Community Member
Patricia Vargas	Parent or Community Member
Cristina Esparza	Parent or Community Member

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


# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10-14-19.

Attested:

	Principal, Jodi Nocero on 10-24-19
	SSC Chairperson, Rochalle Ford on 10-24-19

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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](mailto: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