



## **AGENDA**

### **REGULAR MEETING OF THE BOARD OF TRUSTEES BUCKEYE UNION SCHOOL DISTRICT**

#### DISTRICT VISION STATEMENT

Working together with families, the community, and highly qualified staff, the Buckeye Union School District ensures that each student masters the knowledge and skills needed to maximize his/her academic and personal success in a global society.

---

**Wednesday, November 20, 2019**

Board Room: District Office  
5049 Robert J. Mathews Parkway, El Dorado Hills

**Closed Session – 6:00 p.m.**

**Open Session – 7:00 p.m.**

**I. CALL TO ORDER**

**II. FLAG SALUTE**

**III. ROLL CALL**

**IV. APPROVAL OF AGENDA**

**V. PUBLIC COMMENTS**

**VI. PRESENTATIONS**

1. Valley View Charter Montessori School Student Representatives: Kaden Olsen and Alex Brown

2. Employee Recognition: Buckeye Union Elementary School
  - Classified Employee: Anne Maiello
  - Certificated Employee: Natasha Friegang

3. Blue Oak Elementary School 2019/2020 Single Plan for Student Achievement

*(Rachelle Ball, Principal, Blue Oak Elementary)*

4. Camerado Springs Middle School Single Plan for Student Achievement

*(Doug Shupe, Principal, Camerado Springs Middle School)*

5. Valley View Charter Montessori 2019/2020 Single Plan for Student Achievement

*(Paul Stewart, Principal, Valley View Charter Montessori)*

6. Buckeye Elementary 2019/2020 Single Plan for Student Achievement

*(Kevin Cadden, Principal, Buckeye Elementary)*

## **VII. REPORTS**

1. Budget Update: David Roth, Ph.D.
2. Enrollment Report: David Roth, Ph.D.
3. Association Reports: BTA/CSEA
4. California Montessori Project Charter School Report: Kim Zawilski
5. Rising Sun Montessori Charter School Report: Karl Zierhut
6. Clarksville Charter School: Julie Haycock
7. Cottonwood Charter School: Jodiann Beeson
8. Reports and Requests by Board Members
9. Superintendent's Report: Dr. David Roth

## **VIII. CONSENT AGENDA**

*All matters listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Superintendent and staff recommend approval of all Consent Agenda items.*

1. Summary Report of Warrants
2. 2019/2020 Single Plans for Student Achievement: Buckeye Elementary, Blue Oak Elementary, Camerado Springs Middle School, and Valley View Charter Montessori
3. Notice of Completion for the Blue Oak Elementary School Modernization Project
4. Personnel Update
5. Gifts to Schools
  - Anandi Raman Creath-\$300
  - Radia Shan-\$400
  - Sizzling Fresh Mongolian BBQ \$1000

## **IX. DISCUSSION & ACTION ITEMS**

1. Approval of Buckeye Elementary School Becoming a Schoolwide Title 1 Program

*(Noel Stedeford, Title 1 Coordinator, Buckeye Elementary)*

2. First Reading of the Following California School Boards Association (CSBA)  
recommended Administrative Regulations (AR) Board Policies (BP)

*(David Roth, Ph.D., Superintendent)*

- BP0420.41/E0420.41 Charter School Oversight
- AR1340 Access to District Records
- AR3515.4/BP3515.4 Recovery for Property Loss or Damage
- AR4161.1 Personal Illness/Injury Leave
- AR4261.1 4361.1 Personal Illness/Injury Leave

X. **NEXT MEETING**

- **Regular Board Meeting:** Wednesday, December 18, 2019; 7:00 p.m.

XI. **ADJOURNMENT**

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 5049 Robert J. Mathews Parkway., El Dorado Hills 95762 during regular business hours. Individuals who require special accommodation (American Sign Language interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent at least two days before the meeting date.

PROJECTED  
 ENROLLMENT  
 2019-2020 AS  
 OF 11-13-19

	Buckeye Elem.	Blue Oak Elem.	Valley View	William Brooks	Silva Valley	Oak Meadow	Mandarin	Rolling Hills	Camerado	TOTAL
TK		20	20	19	12	15				86
K	84	62	76	56	61	62	20			421
1st	71	84	80	76	72	91	23			497
2nd	67	70	87	63	66	81	18			452
3rd	54	81	93	94	91	105				518
4th	60	86	85	97	110	103				541
5th	60	91	90	76	61	93				471
6th			67					310	152	529
7th			91					330	180	601
8th			43					321	194	558
TOTAL	396	494	732	481	473	550	61	961	526	4674
Ending 18-19	370	457	611	509	518	633	44	995	587	
Difference	26	37	121	-28	-45	-83	17	-34	-61	

NPS7

Demograph Report - December 2018 - One Year Enrollment	Variance
85	1
455	-34
436	61
491	-39
529	-11
473	68
516	-45
582	-53
555	46
579	-21

ENROLLMENT HISTORY												
	AUG	SEPT	OCT	NOV	DEC	JAN		FEB	MAR	APR	MAY	JUNE
2016/17		4653	4680	4656	4658	4705		4729	4678	4674	4689	
2017/18	4837	4764	4769	4760	4764	4775		4786	4811	4811	4803	
2018/19	4744	4729	4759	4731	4730	4777		4721	4732	4732	4731	
2019/20	N/A	4667	4662	4681								



**Campus:** Shingle Springs

**Principal:** Kim Zawilski

**Report Month:** October 2019

**Date Range of Report:** 10-01-19 to 10-31-19

## Shingle Springs Campus Update

### CLASSROOMS

TEACHER'S NAME	CLASSROOM	GRADE LEVEL	CA CRED.	MONTESSORI CERTIFICATION	CPR CERTS	BUDGETED NUMBERS	CURRENT ENROLLMENT	NUMBER OVER/UNDER BUDGET
Amber Presnall	Pine	K/1	CTC	3-6/6-9 IP	Yes	20	20	0
Molly Kimber	Apple	K/1	CTC	3-6/6-9	Yes	20	20	0
Eileen Perkins	Mimosa	K/1	CTC	3-6/6-9	Yes	17	17	0
Natasha Raffety	Mimosa	K/1	CTC	3-6/MS	Yes	16	16	0
Charmaine Scott	Cedar	K/1	CTC	3-6/6-9	Yes	17	17	0
Shari DeVille	Cedar	K/1	CTC	3-6/6-9	Yes	16	16	0
Jan Fagan	Aspen	2/3	CTC	6-9	Yes	21	21	0
Shannan Chanda/ Gwyne Parker	Wisteria	2/3	CTC	6-9 6-9/9-12	Yes	21	21	0
Ronda Ritchie	Laurel	2/3	CTC	6-9	Yes	21	21	0
Emily McDaniel	Willow	2/3	CTC	6-9	Yes	21	21	0
Wendy Derish	Olive	2/3	CTC	6-9/9-12	Yes	21	21	0
Caleb Peterson	Cypress	4/5/6	CTC	6-9/9-12	Yes	22	24	+2
Kathy Gerstle	Manzanita	4/5/6	CTC	6-9/9-12	Yes	23	25	+2
Kelly Barton	Fig	4/5/6	CTC	6-9/9-12	Yes	23	25	+2
Christina Sherrod	Elm	4/5/6	CTC	6-9/9-12	Yes	23	25	+2
Kanchana Sriram	Magnolia	4/5/6:	CTC	6-9/9-12	Yes	16	17	+1
Marie Liston	Magnolia	4/5/6	CTC	6-12 IP	Yes	17	17	0
Alison Rosen/ Gwyne Parker	Birch	4/5/6	CTC	6-9/9-12 6-9/9-12	Yes	17	15	-2
Patty Blankenship	Birch	4/5/6	CTC	6-9/9-12	Yes	16	15	-1
Robert Thomas	Sequoia	7/8	CTC	Secondary (MS)	Yes	24	24	0
Tom Freer	Sequoia	7/8	CTC	6-9 & MS (IP)	Yes	24	24	0
Mario Sorrentino	Sequoia	7/8	CTC	Secondary (MS)	Yes	24	23	-1
Kim Yeager/ Sueanne Zufelt	Sequoia	7/8	CTC	6-9/9-12 & MS 3-6	Yes	24	24	0

### ENROLLMENT

BUDGETED ENROLLMENT:		465	ACTUAL ENROLLMENT:		470 (+5)				
LOTTERY BINDER:	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2019-2020	62	26	11	7	9	7	12	7	2

### ENROLLMENTS & DISENROLLMENTS

STUDENT NUMBER	GRADE LEVEL	REASON	EXIT INTERVIEW?	COPY TO ADMIN.
9293802445	7 <sup>th</sup>	Moving to HomeSchool Program for medical reasons	Yes	

**DISCIPLINE**

SUSPENSIONS:		EXPULSIONS:	
CURRENT: 1	YTD: 1	CURRENT: 0	YTD: 0

**CLUB MONTESSORI**

CLUB MONTESSORI STAFF	HOURS	CPR CERTS	CLUB MONTESSORI ENROLLMENT	
Kaylee Meinz (M-F)	3:00 - 4:30	Yes	BEFORE SCHOOL:	7
Mikayla Ralph (M-F)	7:00 - 8:30	Yes	AFTER SCHOOL:	8
Lainey Lord (M-F)	7:30 - 8:30	Yes	BEFORE & AFTER SCHOOL:	29
Karen Haena (M-F)	8:00 - 8:30	Yes	KINDERGARTEN SUPPLEMENT:	25
Rachelle LeMoine (M-F)	2:00 - 4:45	Yes	SUMMER INTERSESSIONS:	~
Tatjana Thorne (M-F)	3:00 - 4:30	Yes	EARLY RELEASE DAYS:	72
Raechel Hayden (M-F)	2:00 – 6:00	Yes	PUNCH CARDS:	127
Kylee Ralph (M-F)	2:00 – 6:00	Yes	STAFF CHILDREN:	34

**STUDENT HEALTH AND SAFETY**

TOPIC	GRADE	DATE	AGENCY
Hearing Screening	K, 2, 5 & 8	11/04/19	K-12 Health
Vision Screening	1, 3 & 6	11/04/19	K-12 Health
Scoliosis	7(F), 8(M)	TBD	K-12 Health
Drug Education	7, 8	Winter	Health Curriculum
Sexual Health	7, 8	Spring	Health Curriculum

EMERGENCY DRILLS	SCHEDULED DATE
Fire/Evacuation	10/17/19
Earthquake	09/19/19
Lockdown/Shelter in Place	10/16/19
Club M – Fire Drill	09/17/19
Club M – Shelter in Place	10/16/19

**SPECIAL EDUCATION**

ROLE	NAME	SCHEDULE
Point of Contact:	Kim Zawilski	M-F 7:30-4:30
Resource Specialist:	Dawn Nordquist	M-Th 8:00-4:30
Resource Specialist:	Robyn Axline	M-F 8:00-4:30
Speech Therapist/Pathologist:	Leigh Anne Krueger	M-F 8:00-4:30
SLP Aide:	Joyce Hollingsworth	T & Th 8:30-3:00
Occupational Therapist	School Steps	T 8:00-4:30
Resource Aides:	Katie Curtin Elizabeth Winn Liz Muir Sara Baco	M-F 8:30-2:00 M-F 9:00-3:00 T, W, Th 9:00-3:00 M-F 8:30-12:30

TOTALS	
IEP:	69
RSP/SAI:	38
Speech:	48
OT:	14
Behavior	6
Mental Health:	4
ELL:	2

**FUNDRAISING EFFORTS**

Event	Total Raised	Funds Used For:
Believe Kids Sales	\$7,300	August – September 2019: Field Trip Support
Gala: “Parent Round Up”	\$29,500	September 21, 2019: Athletic Program Support, Sensory Equipment, VAPA
Fall Scholastic Book Faire	TBD	November 12 – 15, 2019: Library

**COMMENTS**

Our teachers are busy putting the final touches on their Student-Parent-Teacher Conferences. Students have worked with their teachers to review goals from the beginning of the year and to set goals for the second trimester. Students in our upper grades play an active role by conducting their conferences, showcasing their work, and sharing new goals. We conduct our Fall Scholastic Book Fair during this time, so it is always fun to celebrate accomplishments with parents by stopping by the Book Faire to pick up new books!

The 5<sup>th</sup> graders and their teachers visited the Worlds of Wonder Science Museum earlier this week and shared many stories of their hands-on experiences! Our Science teachers loved providing this opportunity to reinforce their Science lessons.

Some of the other things we’re working on in the background:

- I’ve connected with our WASC Visiting Team Chair to schedule our mid-term WASC Visiting Team review in April
- Our PBIS Team is actively reviewing school-wide data and is developing strategies to support our students
- Our new School Counselor is conducting Second Step Lessons in all of our classrooms. She has also set up small group counseling sessions for many of our students



## Enrollment Update from Head of School

Rising Sun Montessori School 11/7/19

Teacher's Name	Class Grade Levels	CA Credential	Montessori Certification	CPR/1st Aide/BBP/AED	Budgeted Numbers	Current	Variance
Hana Arbuckle	TK/K Leo	CTC	Early Childhood	Yes	20	18	-2
Linda Reik	TK/K Sunflower	CTC	Early Childhood and Lower Elementary	Yes	22	22	0
Jeff Ritchie	1-3 Andromeda	CTC	Lower Elementary	Yes	27	28	1
Kate Watson	1-3 Seashell	CTC	Lower Elementary	Yes	27	28	1
Susan Parker	4-6 Phoenix	CTC	Lower and Upper Elementary	Yes	26	23	-3
Karl Zierhut	7-8 Taurus	CTC	Secondary	Yes	26	21	-5
				Totals:	148	140	-8



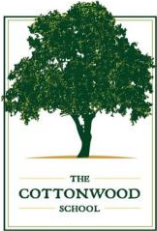
## Enrollment Update from Principal

### Clarksville Charter School

Current Enrollment County by County/Gradelevel as of 11/12/19

Grade	Amador	El Dorado	Placer	Sacramento
TK	5	40	3	8
KN	4	79	8	9
1	10	89	12	10
2	10	60	7	15
3	10	70	6	11
4	8	65	8	7
5	5	68	10	7
6	9	89	11	11
7	9	69	8	9
8	3	83	11	12
9	4	33	12	8
10	3	35	7	12
11	1	47	10	10
12	1	20	14	12
Curent Total	82	847	127	141
Variance	-3	-7	0	-4





## Enrollment Update from Principal

### The Cottonwood School

Current Enrollment County by County/Gradelevel as of 11/12/19

Grade	Amador	El Dorado	Placer	Sacramento
TK	0	0	74	106
KN	5	0	135	167
1	2	0	124	107
2	4	0	116	125
3	3	0	113	93
4	3	0	98	117
5	0	0	103	107
6	2	0	116	112
7	3	0	91	98
8	3	0	83	82
9	1	2	69	85
10	1	0	56	57
11	1	0	67	46
12	0	0	0	1
Curent Total	28	2	1,245	1,303
Variance	-2	1	33	61

Elementary Enrollment:	2,192
High School - Homeschool Enrollment:	380
High School - In-Seat Enrollment:	6

# Buckeye Union School District

## 2019-2020

### Summary Report of Warrants

Warrant Registers for the period of: October 1, 2019 through October 31, 2019

Register #	Date	Fund	Fund #	Amount	Warrants
0065	1-Oct-2019	General Fund	01	55,803.64	22
0066	8-Oct-2019	General Fund	01	146,070.91	48
0067	4-Oct-2019	General Fund	01	41,588.56	12
0068	4-Oct-2019	State Building Fund	35	4,664.14	2
0069	8-Oct-2019	Cafeteria Fund	13	13,232.04	6
0070	8-Oct-2019	General Fund	01	3,402.77	4
0071	9-Oct-2019	General Fund	01	11,991.44	45
0072	11-Oct-2019	General Fund	01	30,677.94	9
0073	14-Oct-2019	General Fund	01	79,657.93	6
0074	14-Oct-2019	State Building Fund	35	49,365.31	2
0075	14-Oct-2019	Cafeteria Fund	13	45,952.25	9
0076	21-Oct-2019	General Fund	01	18,697.03	10
0077	21-Oct-2019	General Fund	01	49,708.81	31
0078	21-Oct-2019	State Building Fund	35	5,929.20	2
0079	21-Oct-2019	Mello Roos	49	110,346.74	1
0080	23-Oct-2019	General Fund	01	4,911.18	1
0081	25-Oct-2019	General Fund	01	342,106.06	25
0082	28-Oct-2019	Health And Welfare	01	542,823.16	11
0083	30-Oct-2019	General Fund	01	27,035.14	11
0084	30-Oct-2019	Cafeteria Fund	13	118.63	2
				<u>\$1,584,082.88</u>	<u>259</u>

A detailed listing of warrants is available in the District Office.

# 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
Blue Oak Elementary School	09618386107361	November 15, 2019	November 20, 2019

## Purpose and Description

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

Schoolwide Program

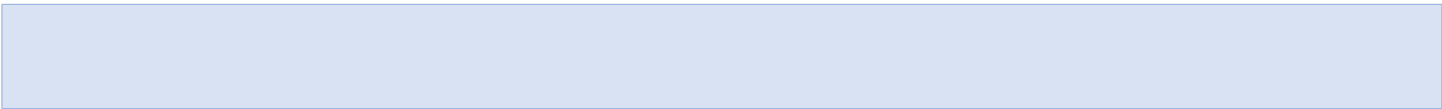
Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under-served student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of under-served 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). LCFF provides schools and Local Education Agencies (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.



# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	6
Stakeholder Involvement .....	13
Resource Inequities .....	13
School and Student Performance Data .....	14
Student Enrollment.....	14
CAASPP Results.....	16
ELPAC Results .....	20
Student Population.....	22
Overall Performance .....	23
Academic Performance .....	24
Academic Engagement.....	29
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	37
Goal 3.....	40
Goal 4.....	43
Budget Summary .....	45
Budget Summary .....	45
Other Federal, State, and Local Funds .....	45
Budgeted Funds and Expenditures in this Plan .....	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source .....	46
Expenditures by Budget Reference .....	46
Expenditures by Budget Reference and Funding Source .....	46
Expenditures by Goal.....	47
School Site Council Membership .....	48
Recommendations and Assurances .....	49
Instructions.....	50

Instructions: Linked Table of Contents.....50

Purpose and Description.....51

Stakeholder Involvement.....51

Resource Inequities .....51

Goals, Strategies, Expenditures, & Annual Review .....52

Annual Review .....53

Budget Summary .....54

Appendix A: Plan Requirements .....56

Appendix B:.....59

Appendix C: Select State and Federal Programs .....61

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An annual survey of parents was conducted in May 2019 along with the district student survey in May 2019.

The results of the parent survey are as follows:

96% of parents report that their child feels safe at Blue Oak school with 97% feeling that Blue Oak implements procedures to insure student safety. Parent comments tell us there are concerns over the openness and easy access to campus with numerous entrances and exits. Also, parent comments indicated that with the modernization project underway, there were construction workers on site, which led to an increase of "strangers" on campus. 97% of parents feel the school rules are clearly defined for students and parents. 96% of parents report that their child is excited about learning and attending school. 96% of parents feel comfortable contacting their child's teacher with a discipline or academic concern. Parents report using a variety of ways to stay connected to what is happening at Blue Oak with the most preferred method being email and the monthly newsletter (The Bulldog Dish).

Using data from the district student survey, which is administered to 5th grade students we have found that:

100% of the students surveyed agree or strongly agree that they feel safe at school. 100% of students also report that they enjoy coming to school. 99% of students report that they have positive relationships at school.

Blue Oak continues to focus on Core Values and celebrating student success, along with academic progress. We will continue to work with students in building a high capacity for compassion and respect through the program, A Touch of Understanding. The school counselor and administration team will hold class discussions relating to positive choices and anti bullying.

## Classroom Observations

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

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School district's teacher contract. Feedback to teachers is given in the form of notes or through conversations surrounding instructional strategies/practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for Teaching Profession. The findings from these observations helps to determine next steps for professional development, guides our instructional coaches' work, and gives the school a snapshot of how teaching and learning is occurring throughout the school.

## 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)

Blue Oak School promotes the use of assessment data to drive instruction. Student performance on the state tests are analyzed to determine strength and needs of our various student groups. Students in grades three through five participated in the administration of the California Smarter Balanced Assessment in spring 2019. The results below indicate the percent of students meeting and exceeding standards in English Language Arts and Mathematics. In addition, the percent of each numerically significant subgroups meeting or exceeding standards.

### All Students

ELA: 60%    Math: 60%

### Students with Disabilities

ELA: 35%    Math: 26%

### Economically Disadvantaged

ELA: 38%    Math: 45%

### Latinx

ELA: 70%    Math: 58%

### White

ELA: 58%    Math: 60%

Data is not provided for the following subgroups due to the enrollment of students in these subgroups being not numerically significant: English language learners, Black/African American, American Indian or Alaskan, Asian, Filipino, and two or more races.

This year, K-5 classrooms are using the Benchmark Assessment System and SIPPS assessments in order to appropriately level students for reading instruction. In 1st through 5th grade, students who are struggling with reading are referred to reading intervention on the basis of these data points, classroom performance and teacher observation.

Additionally, Blue Oak also tracks local assessment data, including the Accelerated Reader Success



Index. This is one indicator that assists in verifying students' reading levels as compared to other formative and summative assessments. It also allows us to insure that students are independently reading books that are at an appropriate level to build comprehension, fluency and accuracy.

The District also uses the Fast Bridge Assessments through the Illuminate program in grades 3rd-8th. These assessments measure reading, math, and language arts learning. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. Given that these assessments are well correlated with the State's Smarter Balanced Assessment (SBA) program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards.

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

In conjunction with the Buckeye Union School District, in third, fourth and fifth grades each of our math and language arts classes administer the Fast Bridge assessment. This is an assessment through Illuminate Education that provides data to measure student growth, project student proficiency on high stake tests, and inform teachers on how to differentiate and plan their instruction and curriculum implementation. This assessment will be given at the start of the year, as a baseline and then given once more in the winter, with the exception of second grade, who will also administer a spring session.

All teachers also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of teachers meet criteria as highly qualified (ESEA).

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

Blue Oak teachers have had professional development on all SBE adopted instructional materials. The site, district, and county offer workshops which pertain to collecting and analyzing data to improve instruction, differentiating instruction, using technology in the classroom, writing across the curriculum, implementing CCSS and Next Generation Science Standards. Professional development occurs each year, as well as ongoing instructional support provided by our district instructional coaches. Teachers meet on average of two times per month to develop effective instructional strategies, develop lessons, plan instruction, and prepare for intervention using SBE materials as resources.

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

With multiple years of SBA data, teachers, with the support of site administration and the instructional coach, are participating in target collaboration. In this process, teachers review data tied to standards/targets, discuss instructional strategies, learning goals, plan instruction, and develop a common formative assessment. This process repeats bi-weekly in order to monitor student progress and proficiency.

Ongoing professional development occurs in regards to standard aligned assessments, data review, and student performance.

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

The District staffs a Director of Instruction and Curriculum who provides support for administration and teachers. Teachers are also supported by an Instructional Coach who assists with the implementation of our Balanced Literacy Program, Amplify Science curriculum, and best practices.

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

The District provides teachers with early release time, each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and monitor student progress.

## Teaching and Learning

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

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards.

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

Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades K-5 receive approximately 120 minutes, daily, in reading/language arts and 60 minutes daily in mathematics.

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

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support. Interventions are guaranteed to not take place during any first instruction in the classroom.

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

All student groups have access to appropriate standards-based materials for all subjects.

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

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials. ELA materials include Schoolwide Fundamentals of Reading (K-5), Being a Writer (K-5), Snap Close Reading (3-5), SIPPS (K-3), Benchmark Education Bookrooms (K-5), Fountas and Pinnell Benchmark Assessment System (K-5). Mathematics materials include Pearson Envision Math (K-5).

## **Opportunity and Equal Educational Access**

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

Students who are struggling to meet the educational standards at Blue Oak are offered a variety of support based on individual need.

Students in need of additional support in meeting the standards are provided a variety of experiences designed to help them meet the grade level standards. In the general education classroom these supports include differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, SDAIE strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized academic instruction designed to fill in learning gaps and accelerate their learning so that the student can attain grade level proficiency. EL students receive extra support using a specialized program, On Our Way to English, which is delivered by English Language Development Teacher.

Students with an IEP are provided additional learning opportunities structured around their IEP goals in our Learning Center. Depending on the needs of the students, we offer RSP and SDC support. Students with a 504 plan are provided additional supports based upon their accommodations listed in the 504 plan.

Blue Oak offers Tier 2 Response to Interventions for both reading and math. Intensive small group literacy intervention is provided using Fountas and Pinnell's Leveled Literacy Intervention (LLI). In Math, 1st -5th grade students receive math intervention using Envision's intervention materials along with time to build foundational skills with a hands on approach.

Students with social and emotional needs are afforded the opportunity to meet with our school counselor either one on one or in group sessions. Students with more specific social /emotional needs and who are on an IEP or 504 may be recommended for further mental health services.

## **Evidence-based educational practices to raise student achievement**

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest education practices to include in their classroom teaching. Examples of training include the following: close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, coaching in teacher clarity and efficacy, coaching in the areas of math and language arts. We will continue training around the 5E lesson plan and the instructional shifts as we implement NGSS.

## Parental Engagement

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

Blue Oak is fortunate to have a dedicated and supportive parent and community group. The Blue Oak PTA and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities. The following is a partial list of well supported volunteer activities that assist under-achieving students, in addition to all other students:

### Leadership Activities:

- PTA
- Safety Committee
- School Site Council
- Representation on district committees focused on student achievement and success
- PBIS

### Student Support Activities:

- Big Brothers and Big Sisters
- Classroom support
- Bulldog Welcoming Committee
- Morning Bulldog Bark
- Kindness Week
- Field Trips
- PC Pals (partnership with Intel)
- Student Activity Days
- B.O.L.T. (Blue Oak Leadership Team)
- Safety Day
- Assemblies
- Core Values Awards and Breakfasts
- LLI Reading Intervention
- Differentiated Reading Curriculum
- 1st-5th grade math intervention
- G.A.T.E.

### Fund Raising Activities:

- Fall Festival
- Charleston Wrap & Sees Candy Fundraiser
- Pennies for Patients
- Bulldog Bolt Jog-a-Thon
- Art Night
- Family Dance

### Other Fun Activities:

- Scoops and Smiles
- Back to School Night
- Open House
- Cross Country
- Community service projects
- Classroom Celebrations
- Teacher Appreciation Luncheons

- Fifth Grade Clap Out
- Holiday Workshop
- Boo Festival
- Enrichment Classes
- Family Movie Nights
- Dodgeball at Lunch
- Family Dance
- Sami Circuit
- Book Fair

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)

Blue Oak recognizes that home involvement is a fundamental force in the development of our students both academically and emotionally. We are committed to building partnerships with parents to create an environment for students that is positive, supportive, and contributes to academic growth and achievement. It is the goal of Blue Oak to make a connection between home and school, where parents and school staff work collaboratively to establish common goals for student achievement and well being.

To ensure the effective involvement of parents, and to support the partnership between parents and the school, Blue Oak School shall:

1. Take the following actions to involve parents in the joint development of the School Parent Involvement Policy and the Single Plan for Student Achievement:
  - Plan will be outlined by School Site Council and Administration.
  - Input will be gathered from meetings and surveys during the year.
  - A parent survey will be conducted to assess needs of stakeholders.
  - Assess and share data from various surveys and assessments
  - Goals will be set based on data.
  - Plan will be distributed.
  - Monitor the plan throughout the year at School Site Council meetings.
2. The Single Plan for Student Achievement and Parent Involvement Policy will be shared:
  - In the Parent/Student Handbook which is made available to every student and signed by every student and parent.
  - At School Site Council.
  - At a Blue Oak PTA meeting.
  - Posted on the school website.
3. Blue Oak will involve parents in the process of school improvement and review in the following ways:
  - Analyze school academic performance data with School Site Council
  - Together, staff and parents will discuss data and look at academic programs offered and adjust as necessary in response to data analysis.
4. Blue Oak will provide parents a description of curriculum, forms of assessment, and proficiency levels students are expected to meet.
  - At Back to School Night, parents receive copies or methods to view standards and report cards along with explanations of assessments used.

- Parent Conferences are held formally once per academic year for all students and more often for students who are performing below proficiency levels.
- Parents will receive progress reports and report cards detailing student proficiency levels.
- Email and telephone calls are also regular forms of school to home communication.

5. Blue Oak will coordinate parental involvement strategies with feeder schools to address transitional needs by:

- Articulation with feeder school when necessary.
- Sharing assessment results with middle school.
- Placement needs and requests will be shared at the end of each school year.

6. Blue Oak will conduct an annual Survey to assess the effectiveness of our parent involvement policy.

- An annual parent survey will be conducted in the spring.
- Results of the survey will be shared with School Site Council, staff and parents. The feedback, which results from the meetings, will be considered as part of the annual review of the parent involvement policy.

7. In order to continue to build parent capacity for strong parental involvement, to support a partnership among the school, parents and the community, and to improve student academic achievement, we will do the following:

- All parents will receive a letter mailed home with their child's assessment results.
- Multiple media sources such as newspapers, Connect Ed, classroom newsletters, parent bulletins, social media, the district/school/teacher websites, will be used to keep parents and the community informed.
- Intel PC Pals and Intel classroom volunteers will be encouraged to become partners with our school to enhance community involvement.
- School activities that reach out to parents and the community will be offered.

8. The school will, with the help of the district, provide training and materials to help parents work with their children to improve academic achievement by:

- Sharing information with parents at Back to School Night, parent-teacher conferences, school and teacher newsletters, student agendas, and grade level standards.
- Helping preschool students and their parents through the First Five program by providing information and education on kindergarten readiness.
- Offer parenting classes.
- Provide parent education nights that support academic progress

9. Blue Oak will build ties between parents and the school by:

- Informing parents of important school information through Connect-Ed, websites and social media.
- Providing a monthly newsletter to parents both electronically or through hard copy for those without access to email.
- Posting information on parent involvement opportunities on the school Facebook, Blue Oak's website, PTA website and school marquee.

## Funding

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

Title I and Title III are the only categorical funds that apply.

## Fiscal support (EPC)

Supplemental grant funding is provided for our math, reading intervention and ELD support teachers along with the Literacy Coach. Two days of substitute teaching coverage is provided each trimester through site funds in order for teachers to administer assessments and analyze results.

## 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**

Ongoing input is solicited from school staff, as well as school site committees and groups, such as, PTA, School Site Council, and the PBIS team. Meetings are held with the different groups at varying intervals.

## Resource Inequities

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

No inequities are identified.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	0.22%	0.88%		1	4
African American	%	0.45%	0.44%		2	2
Asian	1.6%	0.90%	0.66%	7	4	3
Filipino	%	0.45%	0.44%		2	2
Hispanic/Latino	13.4%	17.08%	20.35%	59	76	93
Pacific Islander	%	%	%			
White	80.8%	75.06%	71.12%	357	334	325
Multiple/No Response	%	%	%			
Total Enrollment				442	445	457

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	77	81	91
Grade 1	56	71	61
Grade 2	76	69	79
Grade3	58	77	76
Grade 4	79	61	87
Grade 5	96	86	63
Total Enrollment	442	445	457

### Conclusions based on this data:

1. Student enrollment has shown a slight increase over the past three years.
2. The percentage of Latinx students is increasing on a yearly basis.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	13	13	19	2.9%	2.9%	4.2%
Fluent English Proficient (FEP)	6	5	3	1.4%	1.1%	0.7%
Reclassified Fluent English Proficient	4	1	1	21.1%	7.7%	7.7%

Conclusions based on this data:

1. There has been a slight increase in enrollment of EL students.

# 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	59	78	79	57	78	79	57	78	79	96.6	100	100
Grade 4	82	62	84	82	59	83	82	59	83	100	95.2	98.8
Grade 5	95	87	60	89	86	58	89	86	58	93.7	98.9	96.7
All	236	227	223	228	223	220	228	223	220	96.6	98.2	98.7

\* 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	2416.	2439.	2433.	14.04	33.33	32.91	35.09	17.95	20.25	22.81	30.77	25.32	28.07	17.95	21.52
Grade 4	2487.	2460.	2497.	30.49	20.34	37.35	28.05	32.20	27.71	28.05	13.56	18.07	13.41	33.90	16.87
Grade 5	2497.	2530.	2517.	16.85	24.42	18.97	26.97	44.19	43.10	29.21	19.77	15.52	26.97	11.63	22.41
All Grades	N/A	N/A	N/A	21.05	26.46	30.91	29.39	31.84	29.09	27.19	21.97	20.00	22.37	19.73	20.00

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	17.54	32.05	31.65	49.12	42.31	44.30	33.33	25.64	24.05
Grade 4	25.61	22.03	36.14	60.98	47.46	48.19	13.41	30.51	15.66
Grade 5	23.60	29.07	27.59	46.07	56.98	50.00	30.34	13.95	22.41
All Grades	22.81	28.25	32.27	52.19	49.33	47.27	25.00	22.42	20.45

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.53	30.77	21.52	54.39	46.15	49.37	35.09	23.08	29.11
Grade 4	30.49	13.56	22.89	53.66	54.24	60.24	15.85	32.20	16.87
Grade 5	26.97	38.37	20.69	44.94	45.35	67.24	28.09	16.28	12.07
All Grades	24.12	29.15	21.82	50.44	47.98	58.18	25.44	22.87	20.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.56	24.36	29.11	64.91	66.67	56.96	10.53	8.97	13.92
Grade 4	23.17	28.81	32.53	65.85	54.24	57.83	10.98	16.95	9.64
Grade 5	21.35	17.44	18.97	61.80	79.07	67.24	16.85	3.49	13.79
All Grades	22.81	22.87	27.73	64.04	68.16	60.00	13.16	8.97	12.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.54	28.21	21.52	50.88	57.69	49.37	31.58	14.10	29.11
Grade 4	24.39	15.25	28.92	68.29	57.63	53.01	7.32	27.12	18.07
Grade 5	21.35	32.56	27.59	58.43	53.49	48.28	20.22	13.95	24.14
All Grades	21.49	26.46	25.91	60.09	56.05	50.45	18.42	17.49	23.64

**Conclusions based on this data:**

1. Based on our comprehensive needs assessments we have found that students with disabilities have made 5 point increase towards level three, but continue to perform less well when compared to their grade level peers.
2. Based on our comprehensive needs assessments we have found that socio economically disadvantaged students decreased by 13 points and continue to perform less well than their grade level peers.
3. Based on our comprehensive needs assessments we have found that our Latinx students increased by 17 points, placing them 4 points above Level three, still slightly less well than their grade level peers.

# 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	59	79	79	57	78	79	57	78	79	96.6	98.7	100
Grade 4	82	62	84	82	59	83	82	59	83	100	95.2	98.8
Grade 5	95	87	60	89	86	58	89	86	58	93.7	98.9	96.7
All	236	228	223	228	223	220	228	223	220	96.6	97.8	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2429.	2447.	2445.	14.04	25.64	18.99	33.33	44.87	43.04	31.58	15.38	20.25	21.05	14.10	17.72
Grade 4	2488.	2470.	2503.	10.98	11.86	20.48	45.12	35.59	48.19	34.15	30.51	21.69	9.76	22.03	9.64
Grade 5	2483.	2527.	2511.	11.24	22.09	22.41	14.61	27.91	22.41	46.07	34.88	29.31	28.09	15.12	25.86
All Grades	N/A	N/A	N/A	11.84	20.63	20.45	30.26	35.87	39.55	38.16	26.91	23.18	19.74	16.59	16.82

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	22.81	48.72	43.04	49.12	34.62	37.97	28.07	16.67	18.99
Grade 4	34.15	25.42	44.58	43.90	37.29	37.35	21.95	37.29	18.07
Grade 5	13.48	30.23	31.03	37.08	40.70	31.03	49.44	29.07	37.93
All Grades	23.25	35.43	40.45	42.54	37.67	35.91	34.21	26.91	23.64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.81	32.05	25.32	50.88	43.59	56.96	26.32	24.36	17.72
Grade 4	20.73	16.95	31.33	58.54	57.63	49.40	20.73	25.42	19.28
Grade 5	8.99	17.44	17.24	56.18	67.44	53.45	34.83	15.12	29.31
All Grades	16.67	22.42	25.45	55.70	56.50	53.18	27.63	21.08	21.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.05	33.33	24.05	54.39	50.00	59.49	24.56	16.67	16.46
Grade 4	26.83	25.42	39.76	58.54	50.85	44.58	14.63	23.73	15.66
Grade 5	10.11	18.60	27.59	47.19	63.95	41.38	42.70	17.44	31.03
All Grades	18.86	25.56	30.91	53.07	55.61	49.09	28.07	18.83	20.00

**Conclusions based on this data:**

1. Based on our comprehensive needs assessment we have found that overall students increased by 6 points.
2. Based on our comprehensive needs assessments we have found that socio economically disadvantaged students decreased by 4 points, placing them 26 points away from level 3.
3. Based on our comprehensive needs assessments, we have found that students with disabilities decreased by 1 point, placing them 53 points away from level 3.

# 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
Grade K	*		*		*		*	
Grade 1	*		*		*		*	
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 4	*		*		*		*	
All Grades							17	

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
All Grades	*		*		*		*		17	

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
All Grades	*		*		*		*		17	

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
All Grades	*		*		*		*		17	

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
All Grades	*		*		*		17	

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
All Grades	*		*		*		17	

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
All Grades	*		*		*		17	

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
All Grades	*		64.71		*		17	

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
445	24.9%	2.9%	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	2.9%
Homeless	8	1.8%
Socioeconomically Disadvantaged	111	24.9%
Students with Disabilities	64	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	1	0.2%
Asian	4	0.9%
Filipino	2	0.4%
Hispanic	76	17.1%
Two or More Races	26	5.8%
White	334	75.1%






### Conclusions based on this data:

1. Our most significant subgroups continue to be socioeconomically disadvantaged students and students with disabilities.



# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

**Conclusions based on this data:**

1. The student population, overall, is making academic progress in both English language arts and mathematics.
2. While chronic absenteeism rates have maintained, they continue to be at a higher percentage than desired to promote student success.

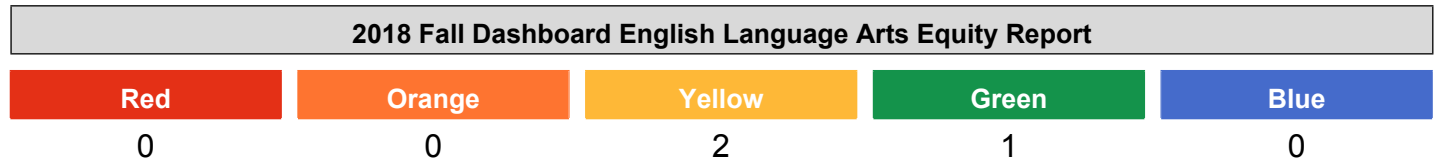
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 10.6 points above standard Increased 9.1 points 216 students	<b>English Learners</b>  No Performance Color 4.4 points below standard 11 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<b>Socioeconomically Disadvantaged</b>  Yellow 17.5 points below standard Increased 5.1 points 58 students	<b>Students with Disabilities</b>  Yellow 36.9 points below standard Increased 15.7 points 49 students

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Hispanic</b>  No Performance Color 12.8 points below standard Maintained -2.1 points 31 students	<b>Two or More Races</b>  No Performance Color 9.5 points above standard 11 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 16.6 points above standard Increased 12.9 points 168 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

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 6 students	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>English Only</b> 11.1 points above standard Increased 10.3 points 204 students
--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

#### Conclusions based on this data:

1. Socioeconomically disadvantaged students are performing less well than their grade level peers.
2. Students with disabilities are performing less well than their grade level peers.

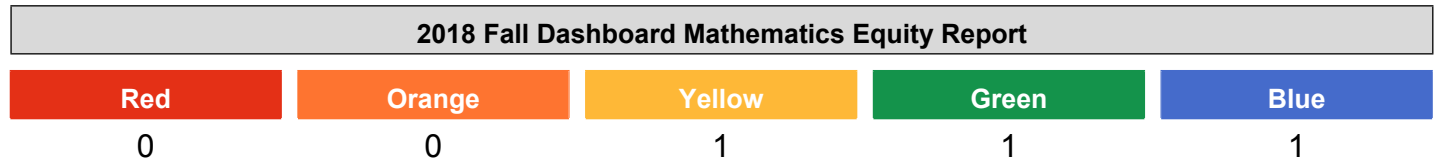
# School and Student Performance Data

## 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		
<b>All Students</b>  Blue 0.1 points above standard Increased 15.5 points 216 students	<b>English Learners</b>  No Performance Color 23.5 points below standard 11 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<b>Socioeconomically Disadvantaged</b>  Green 22.2 points below standard Increased 13.7 points 58 students	<b>Students with Disabilities</b>  Yellow 45.3 points below standard Increased 15.5 points 49 students

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Hispanic</b>  No Performance Color 23.2 points below standard Maintained 1.3 points 31 students	<b>Two or More Races</b>  No Performance Color 4.8 points below standard 11 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 4.9 points above standard Increased 17 points 168 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

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 6 students	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>English Only</b> 1 points above standard Increased 15.9 points 204 students
--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

#### Conclusions based on this data:

1. Socioeconomically disadvantaged students continue to perform less well in mathematics than their grade level peers.
2. Students with disabilities continue to perform less well in mathematics than their grade level peers.

# 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
17	23.5%	29.4%	29.4%	17.6%

### Conclusions based on this data:

1. English language learners continue to make growth in their language proficiency levels.

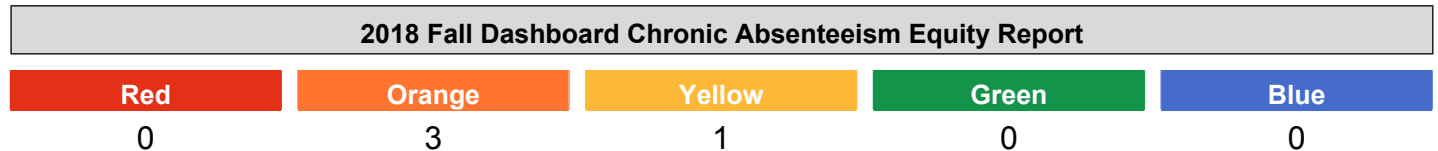
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 7.3% chronically absent Maintained 0.2% 465 students	<b>English Learners</b>  No Performance Color 5.6% chronically absent Declined 2.1% 18 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Homeless</b>  No Performance Color 27.3% chronically absent 11 students	<b>Socioeconomically Disadvantaged</b>  Yellow 11% chronically absent Declined 2.5% 127 students	<b>Students with Disabilities</b>  Orange 10% chronically absent Increased 0.5% 80 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Hispanic</b>  Orange 8.8% chronically absent Increased 0.6% 80 students	<b>Two or More Races</b>  No Performance Color 6.9% chronically absent Declined 13.1% 29 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>White</b>  Orange 7% chronically absent Increased 0.5% 345 students

### Conclusions based on this data:

1. Chronic absenteeism is at a higher rate for all student populations than needed for student success.
2. Socioeconomically disadvantaged students and students with disabilities have higher rates of chronic absenteeism than other student groups.



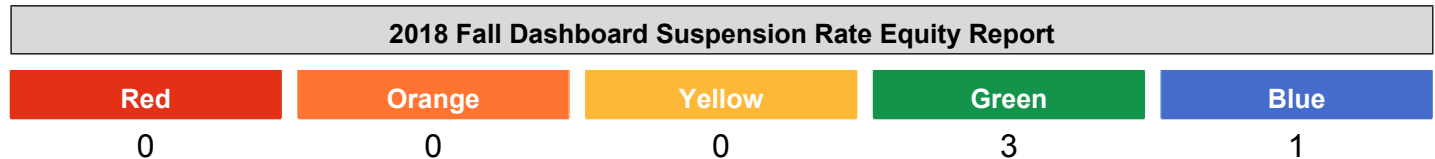
# School and Student Performance Data

## 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		
<b>All Students</b>  Blue 0.4% suspended at least once Maintained -0.2% 474 students	<b>English Learners</b>  No Performance Color 0% suspended at least once Declined -7.7% 18 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 5 students
<b>Homeless</b>  No Performance Color 0% suspended at least once 11 students	<b>Socioeconomically Disadvantaged</b>  Green 0.8% suspended at least once Declined -1% 132 students	<b>Students with Disabilities</b>  Green 2.5% suspended at least once Declined -1.1% 80 students

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

<b>African American</b>  No Performance Color Less than 11 Students - Data 2 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 3 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data 4 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 2 students
<b>Hispanic</b>  Green 1.2% suspended at least once Declined -0.4% 82 students	<b>Two or More Races</b>  No Performance Color 3.2% suspended at least once Increased 3.2% 31 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 0% suspended at least once Declined -0.5% 350 students

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

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
1.8% suspended at least once	0.6% suspended at least once	0.4% suspended at least once

#### Conclusions based on this data:

1. The suspension rate remains in the very low status.

# 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

Academic Achievement: English Language Arts

## LEA/LCAP Goal

Goal #1: Student Achievement: Maximize the performance of each student in all academic areas

## Goal 1

All Blue Oak students, including significant subgroups, will increase the distance from level 3 in English language arts by three scale points as measured by SBA Data.

## Identified Need

English Language Arts Distance from Level 3:  
All Students: +14 (3 point growth)  
Socioeconomic Disadvantaged: -31 (13 point decrease)  
Students with Disabilities: -38 (5 point increase)  
LatinX: +4 (17 point increase)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 SBA Assessment Data	English Language Arts Distance from Level 3: All Students: +14 (3 point growth) Socioeconomic Disadvantaged: -31 (13 point decrease) Students with Disabilities: -38 (5 point increase) LatinX: +4 (17 point increase)	Increase distance from level 3 by 3 scale points.

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

## Strategy/Activity 1

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

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

All students

Strategy/Activity

Teachers will work with district instructional coaches around balanced literacy implementation, small group instruction and increased rigor.

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

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

5,000

LCFF - Base  
4000-4999: Books And Supplies  
Supplies

7,000

LCFF - Base  
5000-5999: Services And Other Operating  
Expenditures  
Substitute teacher costs for release time

### **Strategy/Activity 2**

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

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

At risk students including low socio economic disadvantaged, English Learners, Foster and Homeless Youth

Strategy/Activity

Reading intervention for at risk students in grades 1st through 5th

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

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

1,000

LCFF - Base  
4000-4999: Books And Supplies  
Materials

24,000

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Intervention Teachers

### **Strategy/Activity 3**

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

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

All Students

Strategy/Activity

Online resources to provide students with additional differentiated materials

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

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

Amount(s)	Source(s)
1,800	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Reading A to Z

**Strategy/Activity 4**

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

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

All students
--------------

**Strategy/Activity**

Release time for teachers to complete assessments and analyze results
-----------------------------------------------------------------------

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
7,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Substitute teacher costs

**Strategy/Activity 5**

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

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

All students
--------------

**Strategy/Activity**

Target Collaboration
----------------------

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
6,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Substitute Costs for Teacher Release Time

# 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.

Blue Oak's students made a 6 point increase in English Language Arts.

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

None

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.

None

# 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

Academic Achievement: Mathematics

## LEA/LCAP Goal

Goal 1: Student Achievement-Maximize the performance of each student in all academic areas.

## Goal 2

All Blue Oak students, including significant subgroups, will increase the distance from level 3 in mathematics by three scale points as measured by the Smarter Balanced Assessments.

## Identified Need

Mathematics Distance from Level 3:  
All Students: +6 (6 point growth)  
Socioeconomic Disadvantaged: -26 (4 point decrease)  
Students with Disabilities: -53 (1 point decrease)  
LatinX: -5 (18 point increase)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-2020 SBA scores	Mathematics Distance from Level 3: All Students: +6 (6 point growth) Socioeconomic Disadvantaged: -26 (4 point decrease) Students with Disabilities: -53 (1 point decrease) LatinX: -5 (18 point increase)	Increase distance from Level 3 by 3 scale points.

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

## Strategy/Activity 1

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

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

All students.

Strategy/Activity

Release time will be used to examine students' needs and plan future units with support from district instructional coach.

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

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

Amount(s)

2,000.00

Source(s)

LCFF - Base  
5000-5999: Services And Other Operating  
Expenditures  
Substitutes for teacher release time

### **Strategy/Activity 2**

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

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

All

Strategy/Activity

Math Intervention Materials

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

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

Amount(s)

500

Source(s)

LCFF - Base  
4000-4999: Books And Supplies  
Materials and Supplies

### **Strategy/Activity 3**

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

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

At risk students including low socio economic disadvantaged, English Learners, Foster and Homeless Youth

Strategy/Activity

Provide additional learning opportunities to those students not showing progress toward grade level standards, skills and concepts

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

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



18,000

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Intervention Teacher Costs

## Strategy/Activity 4

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

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

All

### Strategy/Activity

Purchase additional math manipulative tools and online subscriptions to supplement 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)

5,000

Library Grant  
4000-4999: Books And Supplies  
Supplies

10,000

LCFF - Supplemental  
4000-4999: Books And Supplies  
ST Math Subscription

## 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.

Blue Oak students have continued to make progress, with a positive increase towards Level 3 of 6 scale points.

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

None.

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.

None.

# 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

Suspension Rate

## LEA/LCAP Goal

Goal #2: Promote the development of each student as a whole person.

## Goal 3

By June 2020, Blue Oak will have maintained the "Very Low" status on the California Dashboard as measured by suspension rate data.

## Identified Need

Maintain or decrease the suspension rate of 0.6%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Suspension Rate	0.6% suspension rate in 2018/2019	Less than 0.6% suspension rate in 2019/2020

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Positive Behavior Intervention and Supports (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)
4,000	LCFF - Supplemental

	5800: Professional/Consulting Services And Operating Expenditures PBIS Training through PCOE
2,400	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Substitute costs for teacher and support staff release time
3,000	LCFF - Supplemental 4000-4999: Books And Supplies Signage to support school wide expectations

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

Formation of student groups (Leadership Team, Clean Up Crew, Team Bulldog)

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

200

#### Source(s)

Library Grant  
4000-4999: Books And Supplies  
Supplies for group activities

## Strategy/Activity 3

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

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

All students

### Strategy/Activity

Community Service Projects

### Proposed Expenditures for this Strategy/Activity

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

None Specified  
None Specified

Outreach projects, fundraising for student selected charities

## 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.

Maintain or decrease the very low status of student suspension rates as indicated on the California Dashboard.

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

None

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.

None

# 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

Chronic Absenteeism

## LEA/LCAP Goal

Goal #2: Promote the development of each student as a whole person.

## Goal 4

By June 2020, all students and significant subgroups will show a reduction of .5% in chronic absenteeism as measured by the California Dashboard.

## Identified Need

Chronic absenteeism for all students is 6.8%. Higher rates of chronic absenteeism are present for socioeconomically disadvantaged and students with disabilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Data	Chronic Absenteeism for Significant Subgroups: Socioeconomic disadvantaged: 10.5% Students with disabilities: 12.3% Latinx: 9.3%	Lower chronic absentee rates for all students, including significant subgroups

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Designated school team to follow up with letters and phone calls to students who begin to trend toward chronic absenteeism.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified  
None Specified  
Monitor student behaviors

# 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.

Decrease in chronic absenteeism for all students and significant subgroups

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

None

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.

None

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$96,900.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$28,500.00
LCFF - Supplemental	\$61,400.00
Library Grant	\$5,200.00
None Specified	\$0.00
Parent-Teacher Association (PTA)	\$1,800.00

Subtotal of state or local funds included for this school: \$96,900.00

Total of federal, state, and/or local funds for this school: \$96,900.00

# 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**

## Expenditures by Funding Source

**Funding Source**

**Amount**

LCFF - Base	28,500.00
LCFF - Supplemental	61,400.00
Library Grant	5,200.00
None Specified	0.00
Parent-Teacher Association (PTA)	1,800.00

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries	42,000.00
4000-4999: Books And Supplies	26,500.00
5000-5999: Services And Other Operating Expenditures	24,400.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

4000-4999: Books And Supplies	LCFF - Base	6,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	22,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	42,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	13,000.00



5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,400.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	4,000.00
4000-4999: Books And Supplies	Library Grant	5,200.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,800.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,800.00
Goal 2	35,500.00
Goal 3	9,600.00
Goal 4	0.00

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Rachelle Ball	Principal
Noel Stedeford	Other School Staff
Kristi Palmer	Classroom Teacher
Kellie Hoover	Classroom Teacher
Gina Meleski	Other School Staff
Cynthia St Pierre	Parent or Community Member
Alicia Signor	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
-----------	----------------------------------

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 12/4/2018.

Attested:

Principal, Rachelle Ball on
-----------------------------

SSC Chairperson, Cynthia St. Pierre on
----------------------------------------

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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



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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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



# Camerado Springs Middle School

**Buckeye Union School District**

2480 Merrychase Drive - Cameron Park, CA 95682  
(530) 677-1658 or (916)933-0584 - Fax (530) 677-9537

## 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
Camerado Springs Middle School	09618386096614	November 4th, 2019	November 20th, 2019

### Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). LCFF provides schools and Local Education Agencies (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.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	6
Analysis of Current Instructional Program.....	6
Stakeholder Involvement .....	13
School and Student Performance Data .....	14
Student Enrollment.....	14
CAASPP Results.....	16
Student Population.....	20
Overall Performance .....	22
Academic Performance .....	23
Academic Engagement.....	28
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	38
Goal 3.....	42
Goal 4.....	46
Goal 5.....	50
Budget Summary .....	56
Budget Summary .....	56
Other Federal, State, and Local Funds .....	56
Budgeted Funds and Expenditures in this Plan .....	57
Funds Budgeted to the School by Funding Source.....	57
Expenditures by Funding Source .....	57
Expenditures by Budget Reference .....	57
Expenditures by Budget Reference and Funding Source .....	58
Expenditures by Goal.....	58
School Site Council Membership .....	60
Recommendations and Assurances .....	61
Instructions.....	62
Instructions: Linked Table of Contents.....	62

Purpose and Description .....63

Stakeholder Involvement.....63

Resource Inequities .....63

Goals, Strategies, Expenditures, & Annual Review .....64

Annual Review .....65

Budget Summary .....66

Appendix A: Plan Requirements .....68

Appendix B: .....71

Appendix C: Select State and Federal Programs .....73

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An annual survey of parents was conducted in May 2019. The results of the 2018-2019 survey indicate:

### Safety:

88.19% of all parents indicated that they strongly agree or agree that their child feels safe and secure from harassment at school.

85.52% of all parents indicated that they strongly agree or agree that the school is free of racial, cultural, or religious bias.

95.86% of all parents indicated that they strongly agree or agree that the school is clean and well maintained.

### Achievement:

89.58% of all parents indicated that they strongly agree or agree that the school's reading program meets their child's needs.

87.59% of all parents indicated that they strongly agree or agree that the school's writing program meets their child's needs.

84.83% of all parents indicated that they strongly agree or agree that the school's mathematics program meets their child's needs.

82.75% of all parents indicated that they strongly agree or agree that the school's science program meets their child's needs.

91.72% of all parents indicated that they strongly agree or agree that the school's history/social science program meets their child's needs.

91.72% of all parents indicated that they strongly agree or agree that the school's physical education program meets their child's needs.

72.03% of all parents indicated that they strongly agree or agree that the school's visual and performing arts program meets their child's needs.

81.25% of all parents indicated that they strongly agree or agree that the school's technology program meets their child's needs.

The site academic achievement results are in line with the overall district survey results.

### Communication:

96.53% of all parents indicated that they strongly agree or agree that the school and district communications keep them informed about activities and initiatives.

93.80% of all parents indicated that they strongly agree or agree that the school communication between school and home is timely.

93.75% of all parents indicated that they strongly agree or agree that the school's administrators and office staff are helpful and friendly.

86.02% of all parents indicated that they strongly agree or agree that the school promotes working with parents as partners in their child's education.

## Classroom Observations

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

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School District's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for Teaching Profession (CSTP). The findings from these observations helps to determine next steps for professional development and gives the school a snapshot of how teaching and learning is occurring throughout the school.

## 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)

Camorado Springs Middle School promotes the use of assessment data to drive instructional practices. Student performance on state tests are analyzed each year to determine strengths and needs of our various student groups. State data available includes: 18/19 Physical Fitness Test data (7th Grade), 18/19 California Science Test (CAST) data (8th Grade), and 18/19 Smarter Balanced Assessment (SBA) test results. The below results indicate the percent of students meeting and exceeding standards in English Language Arts and Mathematics. In addition, the percent of each numerically significant subgroup meeting or exceeding standards.

### English Language Arts:

All Students 67% (+8%)

56% (+5%)

Students with Disabilities: 23% (+7%)

18% (+4%)

Economically Disadvantaged: 55% (+17%)

45% (+10%)

English Language Learner: Not Numerically Significant (Below 10 Students)

### Mathematics:

Black/African American:	Not Numerically Significant (Below 10 Students)
American Indian or Alaska Native:	Not Numerically Significant (Below 10 Students)
Asian:	Not Numerically Significant (Below 10 Students)
Filipino:	Not Numerically Significant (Below 10 Students)
Latinx:	60% (+18%)
47% (+7%)	
Native Hawaiian or Pacific Islander:	Not Numerically Significant (Below 10 Students)
White:	68% (+8%)
58% (+3%)	
2 or More Races:	73%% (+25%)
36% (+4%)	

(You can find the data on the State's results site by filtering for each subgroup at your site.  
<https://caaspp.cde.ca.gov/sb2018/>)

Additionally, Camerado Springs also tracks local assessment data, including the Accelerated Reader Success Index. This is one indicator that assists in verifying students are reading books independently that are at their optimal level for developing comprehension skills.

The District also uses the FASTBridge assessment program in grades 3rd-8th. The FASTBridge assessments measure reading and math learning. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. Given that these assessments are well correlated with the State's Smarter Balanced Assessment (SBA) program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards.

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

In conjunction with the Buckeye Union School District, each of our math and language arts classes administer the FASTBridge Assessment. FASTBridge combines Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) for reading and math, and delivers accurate, actionable reports for screening, skill analysis, instructional planning, and more to ensure educators have the right tools and the right data to provide timely and targeted supports. This assessment will be given at the start of the year as a baseline and then given once more in the Spring.

Teachers in all subject areas also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% (27/27) of the certificated staff at Camerado Springs Middle School have completed the requirements or the equivalency to be classified as highly qualified per the Every Student Succeeds Act (ESSA). 11.11% (3/27) of the certificated staff at Camerado Springs Middle School is misassigned per teaching credentialing for a portion of their teaching assignment. A board approved waiver was filed and approved by the El Dorado County Office of Education for the 3 staff member misassigned per teaching credentialing.

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

Camerado Springs teachers have a variety of opportunities to participate in professional development. Our site's focus this year will be on developing effective approaches to teaching and learning, developing global contexts, developing cycles of inquiry, and developing International Baccalaureate Unit Plans. Site, district, and county offer workshops which pertain to collecting and analyzing data to improve instruction, differentiating instruction, using technology in the classroom, writing across the curriculum, building school culture, implementing the Common Core State Standards, and much more. Teachers meet on average two times a month to develop effective instructional strategies. Teachers develop their lessons, instruction, and interventions using the State Board Adopted (SBE-adopted) materials as a resource and guide throughout the school year.

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

Teacher professional development on the implementation of the State Standards and assessments occurred in the 2018-2019 school year. This will occur throughout the 2019-2020 school year as well. This professional development will continue through the 2019-2020 school year.

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

The district has a Director of Curriculum and Instruction to provide instructional assistance and support along with our IB Coordinator, Amy Gargani and a part time Literacy Coach, Sally Traub. All new teachers are enrolled in TIPPS (Teacher Induction Program Preconditions and Standards), where teachers receive two years of individualized coaching from a veteran teacher/TIPPS Support Mentor.

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

The District provides teachers with early release time each Wednesday. This time is designed to enable teachers to examine and develop curriculum, pacing, assessments and results, and student progress.

## Teaching and Learning

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

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards.

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

Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades 6-8 receive 48 minutes, daily, in reading/language arts and math.

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

Camerado Springs teaching staff spends numerous hours developing the scope and sequence of their individual classes. In conjunction with department/grade level collaboration time, it is the goal of all Camerado Springs teaching staff to stay on track and ensure curriculum continuity across the

school. All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

Intervention is often embedded into the school day. We offer math interventions, reading interventions, and homework help. In the area of reading we currently use two intervention programs. The first being the Language! Live program. This intervention efficiently applies the research-based Language! Live strategies to accelerate reading achievement. Visual and auditory prompts guide students through the motivating steps to develop fluency and phonics skills, support comprehension, and improve vocabulary. The second program being the Language Literacy Intervention Middle School Years Program (LLI). LLI is a short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. In the area of mathematics we also use two intervention programs, the first being ST Math. ST Math is a visual instructional program that engages students in creative and rigorous problem solving, allowing them to see the math and grow. The second intervention program used is MathLinks. MathLinks is series of 16 workbooks within each of the three grade levels designed to built from the ground up to maximize efficiency and coherence, to develop concepts with accuracy and precision, to provide lots of practice for fluency, and to include time and opportunities to explore complex problems and tasks. We also utilize teacher aides/paraprofessionals, EL intervention staff, and Math intervention staff to provide various forms of intervention. Camerado Springs uses Rosetta Stone and Raz Plus ELL Edition to support English Language (EL) students and offers the opportunity to remediate failed grades to all students through the MobyMax program.

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

All student groups have access to appropriate standards-based materials for all subjects.

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

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials.

Reading/Language Arts - Houghton Mifflin Harcourt Collections (6th-8th), Adopted 2016

Mathematics - Big Ideas Math (6th-8th), Adopted 2014

Science - Amplify Science (6th-8th), Adopted 2018

History/Social Science - TCI History Alive! (6th-8th), Adopted 2015

Foreign Language - McDougal Littell (6th-8th), Adopted 2013

## Opportunity and Equal Educational Access

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

Students who are struggling to meet the educational standards are offered a variety of support based on individual need. Students with social and emotional needs are afforded the opportunity to meet with our full-time school counselor either one on one or in group sessions. Students with more specific social/emotional needs and who are on an IEP or Section 504 may be recommended for further mental health services.

Camerado Springs provides special education classes to support our special education students via



a full inclusion model. Learning Center support classes are also offered throughout the day to all special education students.

After school support for math is also available for all students as well as a weekly "Solutions" program for students to work on homework with the support of a teacher.

EL students receive extra support as needed.

#### Evidence-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessments that raise student achievement. In addition, teachers complete regular training on the latest educational practices to include in their classroom teaching.

## Parental Engagement

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

Camerado Springs Middle School is fortunate to have a very supportive parent and community group. The Camerado Springs Parent Club and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities. The following is a partial list of well-supported ongoing volunteer activities:

#### Leadership Activities:

- Parent Club
- School Site Council
- Representation on district committees (LCAP Advisory, Master Plan, Budget, and Wellness)
- Parent education opportunities - Parenting The Smartphone Generation

#### Student Support Activities:

- Student tutoring
- Intel PC Pals
- Field trip chaperones
- Student activity days
- 8th grade promotion activities
- Classroom support
- California Junior Scholarship Federation (CJSF)
- Six Flags Read to Succeed
- Red Ribbon Week
- CORE 3

#### Fund Raising Activities:

- Annual magazine sales
- Jog-a-Thon
- Frisbee Golf Tournament

#### Other Fun Activities:

- WOW (Welcome Our Wildcats) Day
- Back to School Night

- Open House
- Oral Interpretation
- Chess Club
- Jazz Band
- Board Game Club
- “Senior Ball”—Leadership community service
- Dances
- Hands 4 Hope—community service
- El Dorado County Spelling Bee
- Battle of the Books
- Robotics
- Coding Club
- Drama Production

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)

Camerado Springs Middle School recognizes that home involvement is a fundamental force in the development of our students both academically and emotionally. Camerado Springs is committed to forging partnerships with parents to create an environment for students that is positive, supportive and contributes to academic growth and achievement.

It is the goal of Camerado Springs to make the connection between home and school, where parents and teachers work collaboratively to establish common goals for student achievement and student well-being.

To ensure the effective involvement of parents, and to support the partnerships between parents and the school, Camerado Springs Middle School shall:

1. Take the following actions to involve parents in the joint development and joint agreement of its Single Plan for Student Achievement:
  - a. Input gathered from meetings and surveys (CA Healthy Kids Survey, district parent survey, school survey, etc.)
  - b. Meetings throughout the year to discuss and build consensus (Site Council and Camerado Springs Parent Club)
  - c. Assess and share data from various surveys and assessments
  - d. Set goals based on data
  - e. Distribute plan
  - f. Monitor the plan throughout the year at School Site Council meetings
2. The Single Plan for Student Achievement and Parent Involvement Policy will be shared:
  - a. At School Site Council
  - b. At Camerado Springs Parent Club
  - c. Posted on school website
3. Take the following actions to involve parents in the process of school review and improvement:
  - a. Analyze our school academic performance data with School Site Council
  - b. Together, parents and staff will discuss data and look at the academic program offered and adjust as necessary in response to data analysis
4. Provide to parents a description and explanation of the curriculum in use at the school and the proficiency levels students are expected to meet
  - a. At Back to School Night, parents will receive information regarding the standards along with an explanation of assessments used

- b. Parent conferences will be held formally once a year to review and discuss student progress toward standards
  - c. Parents will receive progress reports a minimum of three times per year and report cards three times per year detailing student progress along with regular grade updates through the online grading program
  - 5. Camerado Springs will coordinate strategies with feeder elementary schools to address transition needs by:
    - a. Placement test results shared
    - b. At-risk lists generated by feeder schools and shared with middle school
  - 6. Conduct an annual survey with questions that assess the effectiveness of our parent involvement policy
    - a. The annual parent survey will be implemented in the spring
    - b. Results of the survey will be shared with the site council, staff and parents. The feedback, which results from the meetings, will be considered as part of the annual review of the parent involvement policy
  - 7. Camerado Springs will build staff and parent capacity for parent involvement to improve student academic achievement through the following activities:
    - a. The school will review school data at a school advisory committee meeting and Parent Club in which all are invited to attend
    - b. Parents will receive a letter mailed to their home informing them of their child's results on the annual SBA/CAASPP Assessment
    - c. The School Accountability Report Card (SARC), websites and the Single Plan for Student Achievement (SPSA) will be used to convey progress toward goals
  - 8. The school will provide materials and training to help parents work with their children to improve their children's academic achievement by:
    - a. Providing parent education nights in the fall that detail how parents can help their children at home with homework and other academic needs
    - b. Parent conferences will review with parents ways in which parents can support children academically
    - c. School expectations and course content will be provided at Back to School Night
  - 9. Camerado Springs will educate its teachers and other staff in how to communicate with and work with parents as partners by:
    - a. Blackboard Connect will be used to inform parents of important school information. Messages will be translated when possible
    - b. The school will provide monthly newsletters to parents
    - c. Teachers will reach out to parents to gain parent involvement
- This policy was developed and agreed upon with parents and staff at the Camerado Springs School Site Council.

## Funding

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

Title I and Title III are the only categorical funds that apply. Camerado Springs does not receive Title I and Title III funding.

### Fiscal support (EPC)

Camerado Springs receives through the Local Control Funding Formula (LCFF), Supplemental Grant funding, site funds, and School/Library Improvement Block Grant funds, which supports Intervention and supports teachers, lunchtime and after school interventions and technology needs on the Camerado Springs campus.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The annual SPSA update is written by the principal after discussion with the entire staff and approval of the Camerado Springs site council. All input is considered and added to the report for clarification of the educational program provided. It is then presented to the Buckeye Union School District (BUSD) School Board for approval.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.6%	0.74%	0.34%	4	5	2
African American	0.8%	0.15%	1.18%	6	1	7
Asian	2.9%	2.83%	2.02%	21	19	12
Filipino	1.8%	1.64%	1.34%	13	11	8
Hispanic/Latino	17.0%	17.41%	15.46%	121	117	92
Pacific Islander	0.3%	0.30%	0.17%	2	2	1
White	72.4%	72.92%	75.29%	517	490	448
Multiple/No Response	%	%	%			
Total Enrollment				714	672	595

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	241	180	169
Grade 7	252	241	190
Grade 8	221	251	236
Total Enrollment	714	672	595

### Conclusions based on this data:

1. Camerado Springs has seen declining enrollment over the course of the last 4 school years.
2. Declining enrollment has resulted in a reduction of certificated personnel (teaching staff) over the past 4 years.
3. Overall enrollment may increase due to IB candidacy and eventual authorization over time.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	28	18	11	3.9%	2.7%	1.8%
Fluent English Proficient (FEP)	37	36	31	5.2%	5.4%	5.2%
Reclassified Fluent English Proficient	3	7	3	14.3%	25.0%	16.7%

### Conclusions based on this data:

1. The enrollment data documents a notable decrease in the number of students identified as an English Learner (EL) over the course of the last three years.
2. While student enrollment has dropped, the number of Fluent English Proficient (FEP) students has relatively stayed the same; at or near 5% of our student population over the course of the last three years.
3. When an EL student demonstrates English language proficiency comparable to grade-level English-speaking peers and can participate equally with them in the school's regular instructional program, the EL student is eligible to be reviewed for reclassification by Educational Services. We have seen minor growth in the percentages of students reaching this milestone over the course of the last three years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	244	190	165	241	184	163	241	184	163	98.8	96.8	98.8
Grade 7	245	239	186	240	233	182	240	233	182	98	97.5	97.8
Grade 8	218	248	233	216	246	231	216	246	231	99.1	99.2	99.1
All	707	677	584	697	663	576	697	663	576	98.6	97.9	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2541.	2523.	2563.	20.33	18.48	22.70	36.93	29.89	46.01	24.90	26.63	22.09	17.84	25.00	9.20
Grade 7	2573.	2569.	2577.	16.25	20.60	26.37	45.83	39.91	35.16	28.75	23.61	24.18	9.17	15.88	14.29
Grade 8	2608.	2596.	2604.	26.39	19.51	24.68	45.83	44.72	45.02	17.59	27.64	20.35	10.19	8.13	9.96
All Grades	N/A	N/A	N/A	20.80	19.61	24.65	42.75	38.91	42.19	23.96	25.94	22.05	12.48	15.54	11.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	28.63	25.54	38.65	49.38	44.57	45.40	21.99	29.89	15.95
Grade 7	33.75	28.76	34.62	52.08	49.36	45.05	14.17	21.89	20.33
Grade 8	39.81	31.71	35.93	46.30	54.47	49.78	13.89	13.82	14.29
All Grades	33.86	28.96	36.28	49.35	49.92	47.05	16.79	21.12	16.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	29.88	21.74	23.31	44.81	44.02	62.58	25.31	34.24	14.11
Grade 7	28.33	30.47	31.32	55.83	55.79	53.30	15.83	13.73	15.38
Grade 8	40.28	34.15	31.17	50.00	52.03	56.28	9.72	13.82	12.55
All Grades	32.57	29.41	28.99	50.22	51.13	57.12	17.22	19.46	13.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.75	21.20	25.15	70.12	65.22	65.64	9.13	13.59	9.20
Grade 7	20.83	21.46	16.48	68.75	65.67	74.18	10.42	12.88	9.34
Grade 8	26.85	21.14	27.71	65.28	72.36	63.20	7.87	6.50	9.09
All Grades	22.67	21.27	23.44	68.15	68.02	67.36	9.18	10.71	9.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	29.88	22.83	37.42	53.94	54.35	52.15	16.18	22.83	10.43
Grade 7	26.67	32.19	34.07	61.25	53.22	48.90	12.08	14.59	17.03
Grade 8	43.06	33.74	35.93	44.91	51.22	49.78	12.04	15.04	14.29
All Grades	32.86	30.17	35.76	53.66	52.79	50.17	13.49	17.04	14.06

#### Conclusions based on this data:

1. Our 8th grade students performed at the highest level when compared against all grades in the area of ELA. 69.7% (+5.47% - 17/18) of students exceeded or met standard with a mean scale score of 2604.2 (+7.9 - 17/18). The 8th grade students also performed better in 3 of 4 claims in the area of ELA (1. Reading, 2. Writing, and 3. Listening) when compared against all grade levels.
2. Our 7th grade students performed the lowest when compared against all grades in the area of ELA. 61.53% (+1.02% - 17/18) of students exceeded or met standard with a mean scale score of 2577.8 (+8.5 - 17/18). The 7th grade students also performed the lowest in 4 of 4 claims in the area of ELA (1. Reading, 2. Writing, 3. Listening and 4. Research/Inquiry) when compared against all grade levels.
3. All three grade levels (6th, 7th, and 8th grade) performed higher when compared to the prior year's (2017-2018) same grade level percentage of students who exceeded or met standard.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	244	190	165	241	184	163	241	184	163	98.8	96.8	98.8
Grade 7	245	239	186	241	234	183	241	234	183	98.4	97.9	98.4
Grade 8	218	248	233	216	247	230	216	247	230	99.1	99.6	98.7
All	707	677	584	698	665	576	698	665	576	98.7	98.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2547.	2533.	2575.	24.07	16.85	33.74	25.73	32.07	31.29	30.71	28.26	26.99	19.50	22.83	7.98
Grade 7	2567.	2568.	2564.	21.99	23.93	20.77	28.63	27.35	27.87	33.20	33.76	33.88	16.18	14.96	17.49
Grade 8	2585.	2585.	2595.	27.31	24.29	29.13	24.07	27.13	25.65	24.54	29.55	28.70	24.07	19.03	16.52
All Grades	N/A	N/A	N/A	24.36	22.11	27.78	26.22	28.57	27.95	29.66	30.68	29.86	19.77	18.65	14.41

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	36.51	25.54	42.33	33.61	43.48	42.33	29.88	30.98	15.34
Grade 7	30.29	33.33	31.32	46.06	41.88	40.66	23.65	24.79	28.02
Grade 8	32.41	30.36	36.96	36.11	45.75	41.30	31.48	23.89	21.74
All Grades	33.09	30.08	36.70	38.68	43.76	41.39	28.22	26.17	21.91

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	25.31	18.48	31.90	53.11	54.89	56.44	21.58	26.63	11.66
Grade 7	27.39	30.77	25.14	51.45	50.00	50.82	21.16	19.23	24.04
Grade 8	32.41	33.20	31.30	45.83	54.25	51.30	21.76	12.55	17.39
All Grades	28.22	28.27	29.51	50.29	52.93	52.60	21.49	18.80	17.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	27.39	21.74	36.81	48.96	47.28	51.53	23.65	30.98	11.66
Grade 7	26.14	23.50	22.95	55.19	65.38	62.84	18.67	11.11	14.21
Grade 8	30.09	21.46	31.30	49.54	59.51	52.61	20.37	19.03	16.09
All Grades	27.79	22.26	30.21	51.29	58.20	55.56	20.92	19.55	14.24

**Conclusions based on this data:**

1. Our 6th grade students performed at the highest level when compared against all grades in the area of Mathematics. 65.03% (+16.11% - 17/18) of students exceeded or met standard with a mean scale score of 2575.9 (+42.5 - 17/18). The 6th grade students performed better in 3 of 3 claims in the area of Mathematics (1. Concepts and Procedures 2. Problem Solving & Modeling/Data Analysis and 3. Communicating Reasoning) when compared against all grade levels.
2. Our 7th grade students performed the lowest when compared against all grades in the area of Mathematics. 48.64% (-2.64 % - 17/18) of students exceeded or met standard with a mean scale score of 2564.1 (-4.4 - 17/18). The 7th grade students performed the lowest in 2 of 3 claims in the area of Mathematics (1. Concepts and Procedures, 2. Problem Solving and Modeling Data/Analysis) when compared against all grade levels.
3. Two of three grade levels (6th and 8th grade) performed higher when compared to the prior year's (17-18) same grade level percentage of students who exceeded or met standard.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
672	25.1%	2.7%	0.4%
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	18	2.7%
Foster Youth	3	0.4%
Homeless	4	0.6%
Socioeconomically Disadvantaged	169	25.1%
Students with Disabilities	90	13.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1%
American Indian	5	0.7%
Asian	19	2.8%
Filipino	11	1.6%
Hispanic	117	17.4%
Two or More Races	27	4.0%
Pacific Islander	2	0.3%
White	490	72.9%

### Conclusions based on this data:






1. Camerado Springs' largest subgroup is its socioeconomically disadvantaged students which make up 25.1% of its overall population. We offer reading intervention, math intervention, after school homework assistance, free breakfast and lunch, free transportation to and from school, and free school supplies to help support our socioeconomically disadvantaged students.
2. Socioeconomically Disadvantaged students grew 32 scale score points in ELA which equated to a 17% gain of students meeting or exceeding standards in ELA (38% in 17/18 to 55% in 18/19).
3. Socioeconomically Disadvantaged students grew 24 scale score points in Math which equated to a 10% gain of students meeting or exceeding standards in Math (35% in 17/18 to 45% in 18/19).



# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Based on the 2018 Fall Dashboard, Camerado Springs has room for growth in all of the above areas. Preliminary results indicate growth in all areas for the 2019 Fall Dashboard.
2. Mathematics is our lowest academic indicator (51% of students meeting or exceeding standards) with an orange rating.
3. Suspension rate (4.9%) and chronic absenteeism (10.5%) is high with an orange rating.

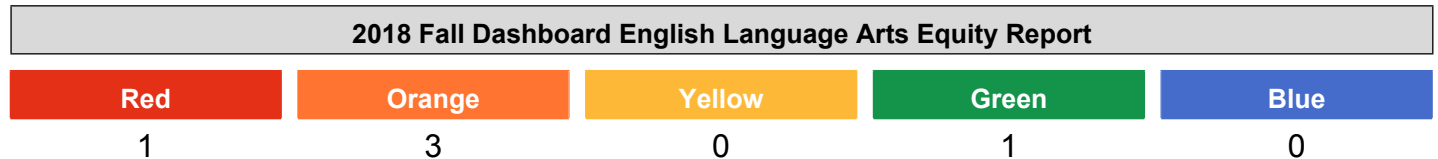
# School and Student Performance Data

## 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		
<div><div>All Students</div><div></div><div>Green</div><div>15.4 points above standard</div><div>Declined -9.8 points</div><div>635 students</div></div>	<div><div>English Learners</div><div></div><div>Orange</div><div>29.3 points below standard</div><div>Declined -3 points</div><div>35 students</div></div>	<div><div>Foster Youth</div><div></div><div>No Performance Color</div><div>Less than 11 Students - Data Not Displayed for Privacy</div><div>4 students</div></div>
<div><div>Homeless</div><div></div><div>No Performance Color</div><div>Less than 11 Students - Data Not Displayed for Privacy</div><div>4 students</div></div>	<div><div>Socioeconomically Disadvantaged</div><div></div><div>Orange</div><div>26.6 points below standard</div><div>Declined -7.4 points</div><div>157 students</div></div>	<div><div>Students with Disabilities</div><div></div><div>Red</div><div>71.2 points below standard</div><div>Declined -12.9 points</div><div>98 students</div></div>

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Asian</b>  No Performance Color 62 points above standard Declined -9.4 points 17 students	<b>Filipino</b>  No Performance Color 73.5 points above standard Increased 12.5 points 11 students
<b>Hispanic</b>  Orange 13.7 points below standard Maintained -0.2 points 111 students	<b>Two or More Races</b>  No Performance Color 18.4 points below standard Declined -19 points 25 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Green 22 points above standard Declined -11.8 points 463 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

<b>Current English Learner</b> 91.3 points below standard Increased 7.7 points 12 students	<b>Reclassified English Learners</b> 3.1 points above standard Declined -31.8 points 23 students	<b>English Only</b> 16.2 points above standard Declined -12.2 points 584 students
-----------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

#### Conclusions based on this data:

1. Based on the 2018 Fall Dashboard, Camerado Springs has room for growth in all of the above areas. Preliminary results indicate growth in all areas for the 2019 Fall Dashboard.
2. Students with disabilities is our lowest performing student group at 71.2 points below standard in English Language Arts.
3. English learners is our second lowest performing student group at 29.3 points below standard in English Language Arts.

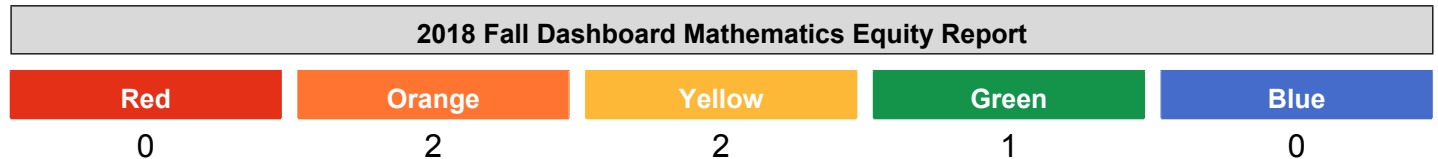
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 2.8 points below standard Maintained -1.9 points 635 students	<b>English Learners</b>  Orange 57.3 points below standard Maintained -0.3 points 35 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>Socioeconomically Disadvantaged</b>  Yellow 42.2 points below standard Increased 7.2 points 157 students	<b>Students with Disabilities</b>  Orange 94.6 points below standard Maintained 2.3 points 98 students



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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Asian</b>  No Performance Color 26.2 points above standard Declined -26.5 points 17 students	<b>Filipino</b>  No Performance Color 5.3 points above standard Increased 16.6 points 11 students
<b>Hispanic</b>  Yellow 29.6 points below standard Increased 17.2 points 111 students	<b>Two or More Races</b>  No Performance Color 39.3 points below standard Declined -21 points 25 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Green 6 points above standard Declined -5.1 points 463 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

<b>Current English Learner</b> 139.7 points below standard Declined -3.3 points 12 students	<b>Reclassified English Learners</b> 14.3 points below standard Declined -23.9 points 23 students	<b>English Only</b> 0.8 points below standard Declined -3.7 points 584 students
------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

#### Conclusions based on this data:

1. Based on the 2018 Fall Dashboard, Camerado Springs has room for growth in all of the above areas. Preliminary results indicate growth in all areas for the 2019 Fall Dashboard.
2. Students with disabilities is our lowest performing student group at 94.6 points below standard in mathematics.
3. English learners is our second lowest performing student group at 57.3 points below standard in mathematics.

# 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
15	53.3%	13.3%	20%	13.3%

### Conclusions based on this data:

1. Camerado Springs' EL population is relatively small consisting of approximately 2.5%.

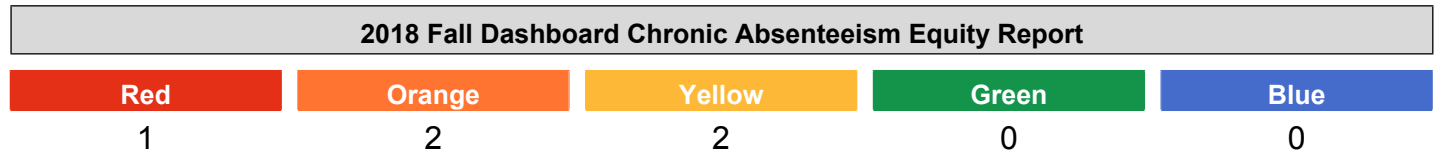
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 10.5% chronically absent Increased 2.9% 702 students	<b>English Learners</b>  No Performance Color 5.6% chronically absent Declined 4.8% 18 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Socioeconomically Disadvantaged</b>  Orange 19.3% chronically absent Maintained 0.1% 187 students	<b>Students with Disabilities</b>  Yellow 12.3% chronically absent Declined 2.2% 106 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Asian</b>  No Performance Color 5.3% chronically absent Increased 5.3% 19 students	<b>Filipino</b>  No Performance Color 0% chronically absent Maintained 0% 12 students
<b>Hispanic</b>  Yellow 8.2% chronically absent Maintained 0.3% 122 students	<b>Two or More Races</b>  Orange 19.4% chronically absent Increased 6.5% 31 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Red 11% chronically absent Increased 3.5% 510 students

### Conclusions based on this data:

1. Based on the 2018 Fall Dashboard, Camerado Springs has room for growth in all of the above areas. Preliminary results indicate a decrease in all areas for the 2019 Fall Dashboard.
2. Socioeconomically disadvantaged students have the highest rate of chronic absenteeism at 19.3%.
3. Students with disabilities have the second highest rate of chronic absenteeism at 12.3%.

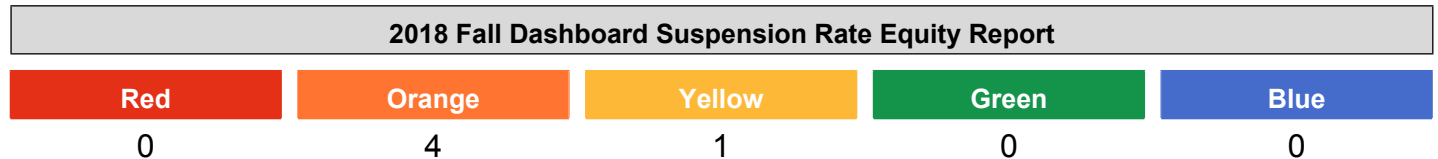
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 4.9% suspended at least once Increased 0.9% 711 students	<b>English Learners</b>  No Performance Color 0% suspended at least once Maintained 0% 18 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 9 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 5 students	<b>Socioeconomically Disadvantaged</b>  Orange 8.9% suspended at least once Maintained 0.2% 190 students	<b>Students with Disabilities</b>  Orange 11.2% suspended at least once Increased 3.3% 107 students

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 0% suspended at least once Maintained 0% 19 students	 No Performance Color 7.7% suspended at least once Increased 7.7% 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.8% suspended at least once Increased 3.5% 125 students	 Orange 9.7% suspended at least once Increased 3.4% 31 students	 No Performance Color Less than 11 Students - Data 2 students	 Yellow 3.7% suspended at least once Maintained -0.1% 515 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6.2% suspended at least once	4% suspended at least once	4.9% suspended at least once

#### Conclusions based on this data:

1. Based on the 2018 Fall Dashboard, Camerado Springs has room for growth in all of the above areas. Preliminary results indicate a decrease in all areas for the 2019 Fall Dashboard.
2. Students with disabilities have the highest suspension rate amongst student groups at 11.2%.
3. Socioeconomically disadvantaged students have the second highest suspension rate amongst student groups at 8.9%.

# 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

English Language Arts

## LEA/LCAP Goal

Goal #1 - Student Achievement - Maximize the performance of each student in all academic areas.

## Goal 1

Camerado Springs' average student scaled score on the State's Smarter Balanced Assessment for English Language Arts will increase by 3 points for all students and 5 points for all under-performing subgroups.

## Identified Need

While Camerado Springs observed positive growth, our students with disabilities and socioeconomically disadvantaged students are underperforming in English Language Arts according to the State's Smarter Balanced Assessment. 23% (+7% from the prior year) of students with disabilities exceeded or met standard with scores averaging 61 points (+17 points from the prior year) below standard. 55% (+17% from the prior year) of socioeconomically disadvantaged students exceeded or met standard with scores averaging 5 points (+32 points from the prior year) below standard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment (SBA)	18/19 Scale Scores	19/20 Scale Scores +3

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

All students will see growth in their individual AR reading levels by achieving an average of 85% success rate on the AR quizzes and increasing the frequency of quizzes taken by students. Students will participate four days per week in the AR program and teachers will monitor student progress with monthly reports. More lower level, high interest AR books will be purchased for the library and 6th grade teachers will be updating their classroom libraries.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)
6000	LCFF - Supplemental 4000-4999: Books And Supplies Purchase AR books for the library and classroom libraries
2300	General Fund 5000-5999: Services And Other Operating Expenditures Accelerated Reader Online Program

## Strategy/Activity 2

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

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

Students with disabilities

### Strategy/Activity

Provide a language arts intervention class at each grade level to support identified students needing remedial 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)
3000	District Funded 4000-4999: Books And Supplies Materials for Language! Live reading intervention class

## Strategy/Activity 3

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

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

Socioeconomically disadvantaged, English learners, Foster youth

### Strategy/Activity

Provide a language arts intervention class at each grade level to support identified students needing remedial 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)
16000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0.8 Reading Intervention Teacher
200	LCFF - Supplemental 4000-4999: Books And Supplies LLI Student Folders

#### **Strategy/Activity 4**

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

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

English Learners

##### **Strategy/Activity**

Provide EL Intervention for identified EL students on our campus.

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

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

Amount(s)	Source(s)
4000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .2 EL Intervention Teacher
300	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Rosetta Stone Licenses
200	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Raz Plus ELL Edition

#### **Strategy/Activity 5**

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

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

All Students

##### **Strategy/Activity**

After school academic support opportunities for students. Homework support and reteaching of essential skills - 2 days a week.

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

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

Amount(s)

4000

Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Teacher pay for after school support

### Strategy/Activity 6

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

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

All Students

Strategy/Activity

Provide copy materials for teachers to supplement course 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)

5000

Source(s)

LCFF  
5000-5999: Services And Other Operating  
Expenditures  
Copy paper and lease/maintenance of copy  
machines

### Strategy/Activity 7

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

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

All Students

Strategy/Activity

Provide online remediation of failed grades using MobyMax.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2400

Source(s)

LCFF  
4000-4999: Books And Supplies  
Cost of MobyMax site license

### Strategy/Activity 8

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

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

All Students

### Strategy/Activity

Literacy coach working with staff

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

15000

#### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Literacy coach

500

LCFF - Supplemental  
4000-4999: Books And Supplies  
Coaching materials and supplies

### Strategy/Activity 9

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

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

All Students

### Strategy/Activity

Regular department planning, collaboration, and common core alignment

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

10000

#### Source(s)

LCFF  
0000: Unrestricted  
Department planning and costs related to  
securing a substitute teacher

## 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.

Camerado Springs has seen growth implementing the above strategies. Continuing the implementation with fidelity and fine tuning the programs on campus will be the focus of the 2019-2020 school year.

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

N/A

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.

N/A

# 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

Mathematics

## LEA/LCAP Goal

Goal #1 - Student Achievement - Maximize the performance of each student in all academic areas.

## Goal 2

Camerado Springs' average student scaled score on the State's Smarter Balanced Assessment for Mathematics will increase by 3 points for all students and 5 points for all under-performing subgroups.

## Identified Need

While Camerado Springs observed positive growth, our students with disabilities and socioeconomically disadvantaged students are underperforming in Mathematics according to the State's Smarter Balanced Assessment. 18% (+4% from the prior year) of students with disabilities exceeded or met standard with scores averaging 84 points (+21 points from the prior year) below standard. 45% (+10% from the prior year) of socioeconomically disadvantaged students exceeded or met standard with scores averaging 18 points (+24 points from the prior year) below standard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment (SBA)	18/19 Scale Scores	19/20 Scale Scores +3

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)

Socioeconomically disadvantaged, English learners, Foster youth

### Strategy/Activity

Provide a mathematics intervention class at each grade level to support identified students needing remedial 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)
20000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Math Intervention Teacher
500	LCFF - Supplemental 4000-4999: Books And Supplies Math Intervention Materials and Supplies

## Strategy/Activity 2

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

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

Students with disabilities, All 6th Grade Students

### Strategy/Activity

Provide ST Math program to 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)
2000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures ST Math is an instructional program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving to engage, motivate and challenge students toward higher achievement.

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

After school academic support opportunities for students. Math Help provides support and reteaching essential math related skills - 2 days a week.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Teacher pay for after school support

## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

Provide copy materials for teachers to supplement course 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)

5000

#### Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures  
Copy paper and lease/maintenance of copy machines

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

Regular department planning, collaboration, and common core alignment

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

10000

#### Source(s)

LCFF  
0000: Unrestricted  
Department planning and costs related to securing a substitute teacher

# 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.

Camerado Springs has seen growth implementing the above strategies. Continuing the implementation with fidelity and fine tuning the programs on campus will be the focus of the 2019-2020 school year.

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

N/A

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.

N/A



# 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

Physical Education/Life Fitness

## LEA/LCAP Goal

Goal #1 - Student Achievement - Maximize the performance of each student in all academic areas.

Goal #2 - Promote the development of each student as a "whole person."

## Goal 3

Increase the percentage of students meeting standard on the spring administration of the 2019-2020 California Physical Fitness Test (PFT) by increasing activities that focus on the identified fitness areas; aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, and flexibility.

## Identified Need

The lowest performance area was "Upper Body Strength" with 73.8% of students "within" or "exceeding" the Healthy Fitness Zone (HFZ).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Physical Fitness Test (PFT)	18/19 percentage of students performing in the HFZ for all 6 fitness areas.	19/20percentage of students performing in the HFZ for all 6 fitness areas +2%.

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Increasing activities that focus on the identified areas of need, including warm-up exercises that emphasize upper body strength and incorporating alternate ways to test aerobic capacity.

### Proposed Expenditures for this Strategy/Activity

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

None Specified  
None Specified  
N/A

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Incorporate new PE activities that require more movement and participation.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

4000

#### Source(s)

LCFF  
4000-4999: Books And Supplies  
New and upgraded PE equipment to fit new and existing units.

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

Coordinate lunch time intramurals to further develop fitness levels of Camerado Springs' 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)

750

#### Source(s)

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)  
1000-1999: Certificated Personnel Salaries  
Various lunch time activities related to physical fitness to be offered during lunch. The cost of running an intramural program will be staffing, materials, and supplies.

## Strategy/Activity 4

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

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

All Students

Strategy/Activity

Encourage students to participate in after school sports to further develop fitness levels among Camerado Springs' 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)

15000

Source(s)

Donations  
5000-5999: Services And Other Operating Expenditures  
Cost of coaches, sports equipment, league fees, and refereeing

10000

ASB  
5000-5999: Services And Other Operating Expenditures  
Cost of uniforms and transportation

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Regular department planning, collaboration, and IB unit planning/development.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1500

Source(s)

LCFF  
0000: Unrestricted  
Department planning and costs related to securing a substitute teacher

## 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.

Continuing the implementation with fidelity and fine tuning the programs on campus will be the focus of the 2019-2020 school year.

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

N/A

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.

N/A

# 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

Positive Behavior Support and Suspension Rate

## LEA/LCAP Goal

Goal #2 - Promote the development of each student as a "whole person."

## Goal 4

Camerado Springs will continue to develop positive behavioral interventions and supports, looking at the school's universal supports in place, supplemental supports in place, and intensified supports. Camerado Springs will put an emphasis on teaching and embedding into lessons the International Baccalaureate's Approaches to Learning (ATL) Skills in hopes of creating a positive school culture and reducing the overall suspension rate. ATL skills encompass general and discipline-specific learning skills. These skill sets help develop students who are empowered as self-disciplined learners.

The following are ATL categories that group skills into transferable life-long habits of learning:

Communication Skills, Social/Collaboration Skills, Self-Management (organization, affective & reflective) Skills, Research (information literacy & media literacy) Skills, Thinking (critical-thinking, creative thinking & transfer) Skills.

## Identified Need

The ATL Skills are new to Camerado Springs Middle School. Staff will need training and time to plan/discuss each ATL Skill.

While Camerado Springs observed a reduction in the overall suspension rate (17/18 - 4.9% to 18/19 - 3.4%) of 1.5%, we feel the overall percentage could be improved upon especially when looking at particular student groups. The suspension rate for socioeconomically disadvantaged students is at 6.1% and the suspension rate for students with disabilities is at 9.6%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	18/19 Suspension Rate	19/20 Suspension Rate

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

## Strategy/Activity 1

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

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

## All Students & Staff

### Strategy/Activity

ATL Training - Led by IB Coordinator and School Administrators.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0

#### Source(s)

None Specified  
None Specified  
Not Applicable

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Wildcat Pride Tickets and Incentives

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

500

#### Source(s)

ASB  
4000-4999: Books And Supplies  
Incentives to support and encourage positive behavior on the Camerado Springs campus.

500

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)  
4000-4999: Books And Supplies  
Incentives to support and encourage positive behavior on the Camerado Springs campus.

## Strategy/Activity 3

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

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

Students with identified behavioral concerns

### Strategy/Activity

Students will be set up with a daily CICO (Check In Check Out) sheet. A CICO is a highly effective research based intervention and can be changed and adapted to suit any school or situation. The program consists of students daily checking in with an adult at the start of school to retrieve a goal

sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in

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

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

Amount(s)

500

Source(s)

LCFF

4000-4999: Books And Supplies  
Incentives to support and encourage positive behavior on the Camerado Springs campus

#### **Strategy/Activity 4**

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

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

All Students

Strategy/Activity

School Assembly

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

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

Amount(s)

1000

Source(s)

ASB

5000-5999: Services And Other Operating Expenditures  
Positive choices/behavior assembly

#### **Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Hundred Merit Lunch

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

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

2200

ASB

None Specified

Incentive lunch/bbq for students who maintain their merits for trimesters 1 and 2

## 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.

Camerado Springs has seen growth implementing the above strategies. Continuing the implementation with fidelity and fine tuning the programs on campus will be the focus of the 2019-2020 school year.

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

N/A

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.

N/A



# 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

School Culture and Chronic Absenteeism

## LEA/LCAP Goal

Goal #2 - Promote the development of each student as a "whole person."

## Goal 5

Camerado Springs will continue to promote a postive school culture reducing the overall chronic absenteeism rate.

## Identified Need

While Camerado Springs observed a reduction in the overall chronic absenteeism rate (17/18 - 10.5% to 18/19 - 7.1%) of 3.4%, we feel the overall percentage could be improved upon especially when looking at particular student groups. The chronic absenteeism rate for socioeconomically disadvantaged students is at 14.8% and the chronic absenteeism rate for students with disabilities is at 8.6%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chonic Absenteeism Rate	18/19 Chronic Absenteeism Rate	19/20 Chronic Absenteeism Rate

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)

7th Grade Students

### Strategy/Activity

CORE 3 workshop and follow-up 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)
2500	ASB

5000-5999: Services And Other Operating Expenditures  
CORE 3 is an all day workshop where students discover more about themselves, their strengths, and how they can be used in a leadership capacity. Students gain insights about their unique personalities and learn how to use their unique qualities to be agents of change on their campus and in their communities.

## Strategy/Activity 2

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

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

Teaching Staff

### Strategy/Activity

Teachers will receive refresher training in the Love and Logic curriculum.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified  
None Specified  
Teaching with Love and Logic is truly a positive approach infused with time-tested ideas and strategies that empower teachers to effectively manage classroom dynamics.

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

Camerado Springs will participate in Red Ribbon Week to develop awareness to the dangers of drugs, alcohol, vaping, and tobacco use.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

250

Source(s)

ASB  
4000-4999: Books And Supplies

	Supplies for lunch time activities
400	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Red Ribbon Week Bracelets

## Strategy/Activity 4

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

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

Teaching Staff

### Strategy/Activity

Maintain the Camerado Culture and Climate Committee that addresses student behavior and climate issues that impede the learning process.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0

#### Source(s)

None Specified  
None Specified  
Committee works as a team to solve site level issues related to making Camerado Springs a great place for students and staff.

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

Positive student recognition programs will continue such as merit lunches, Wildcat Pride Tickets, and certificates.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1500

#### Source(s)

ASB  
4000-4999: Books And Supplies  
Cost of recognition lunches and award certificates

500

ASB  
4000-4999: Books And Supplies

	Cost of award certificates, medals, and plaques
300	ASB 4000-4999: Books And Supplies Cost of Accelerated Reader incentives

## Strategy/Activity 6

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

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

New Students

### Strategy/Activity

New Student Welcome Luncheon

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

200

#### Source(s)

ASB  
None Specified  
Luncheon costs for all new students to the  
Buckeye Union School District and Camerado  
Springs Middle School

## Strategy/Activity 7

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

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

All Students

### Strategy/Activity

Maintain and support after school drama 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)

12000

#### Source(s)

Foundation  
5800: Professional/Consulting Services And  
Operating Expenditures  
The after school drama program supports the  
"whole child" and our efforts to offer a  
performing arts opportunity to our students.

## Strategy/Activity 8

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

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

All Students

Strategy/Activity

Maintain and support the various lunch and after school clubs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries  
Certificated stipends are paid to teaching staff to lead the various clubs on campus. Clubs include Hands 4 Hope, Oral Interpretation, Spelling Bee, Battle of the Books, Chess Club, Board Game Club, Tech Club, Coding Club, Jazz Band, Robotics, Kindness Club.

2000

ASB

4000-4999: Books And Supplies  
Materials and Supplies are often needed for the clubs offered at Camerado Springs.

## 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.

Camerado Springs has seen growth implementing the above strategies. Continuing the implementation with fidelity and fine tuning the programs on campus will be the focus of the 2019-2020 school year.

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

N/A

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.

N/A



# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$170,000.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
ASB	\$20,950.00
District Funded	\$3,000.00
Donations	\$15,000.00
Foundation	\$12,000.00
General Fund	\$2,300.00
LCFF	\$42,400.00
LCFF - Supplemental	\$72,700.00
None Specified	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$1,650.00

Subtotal of state or local funds included for this school: \$170,000.00

Total of federal, state, and/or local funds for this school: \$170,000.00

# 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
LCFF - Base	51577	51,577.00

## Expenditures by Funding Source

Funding Source	Amount
ASB	20,950.00
District Funded	3,000.00
Donations	15,000.00
Foundation	12,000.00
General Fund	2,300.00
LCFF	42,400.00
LCFF - Supplemental	72,700.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,650.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	21,500.00
1000-1999: Certificated Personnel Salaries	67,750.00
4000-4999: Books And Supplies	23,050.00
5000-5999: Services And Other Operating Expenditures	43,300.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00
None Specified	2,400.00



## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	ASB	5,050.00
5000-5999: Services And Other Operating Expenditures	ASB	13,500.00
None Specified	ASB	2,400.00
4000-4999: Books And Supplies	District Funded	3,000.00
5000-5999: Services And Other Operating Expenditures	Donations	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Foundation	12,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	2,300.00
0000: Unrestricted	LCFF	21,500.00
1000-1999: Certificated Personnel Salaries	LCFF	4,000.00
4000-4999: Books And Supplies	LCFF	6,900.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	63,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,200.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	750.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	900.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,900.00
Goal 2	41,500.00
Goal 3	31,250.00

Goal 4
Goal 5

4,700.00
23,650.00

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Douglas Shupe	Principal
Michael Bird	Classroom Teacher
Nick Morton	Classroom Teacher
Curtis Kleinknight	Other School Staff
Kara Bertram	Parent or Community Member
Lynda Moore	Parent or Community Member
Lori Osen	Parent or Community Member
Erin Gardner	Secondary Student
Crista Gomez	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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 November 4, 2019.

Attested:

Principal, Douglas Shupe on
SSC Chairperson, Lynda Moore on

# 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 as 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/guidanceusesinvestment.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/guidanceusesinvestment.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



# 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
Valley View Charter Montessori	09618380107227		11/20/19

## 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  
The purpose of a school site plan is to guide the school in a planning process throughout the year

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.

The principal facilitates the process of the school site council, who is the core of the planning committee in regards to the site plan. The committee includes classified and certificated staff and parents of VVCM. The committee analyzes data available and develops a safe school plan. The goals that are always kept in mine are: safety, academics, core values to VVCM and providing each student with resiliency skills. To support safety, emotional and social awareness and traffic concerns, the school uses data from an internal culture and climate survey, California Healthy Kids Survey and annual parents survey.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Stakeholder Involvement .....	11
Resource Inequities .....	12
School and Student Performance Data .....	13
Student Enrollment.....	13
CAASPP Results.....	15
ELPAC Results .....	19
Student Population.....	21
Overall Performance .....	22
Academic Performance .....	23
Academic Engagement.....	29
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	37
Goal 3.....	39
Goal 4.....	42
Goal 5.....	44
Budget Summary .....	46
Budget Summary .....	46
Other Federal, State, and Local Funds .....	46
Budgeted Funds and Expenditures in this Plan .....	47
Funds Budgeted to the School by Funding Source.....	47
Expenditures by Funding Source .....	47
Expenditures by Budget Reference .....	47
Expenditures by Budget Reference and Funding Source .....	47
Expenditures by Goal.....	48
School Site Council Membership .....	49
Recommendations and Assurances .....	50

Instructions.....51

    Instructions: Linked Table of Contents.....51

    Purpose and Description.....52

    Stakeholder Involvement.....52

    Resource Inequities .....52

Goals, Strategies, Expenditures, & Annual Review .....53

    Annual Review .....54

    Budget Summary .....55

    Appendix A: Plan Requirements .....57

    Appendix B:.....60

    Appendix C: Select State and Federal Programs .....62

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An annual survey of parents was conducted in May 2019. Charter Montessori always has safety and instruction as a goal, as well as our vision of: "Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society." Last year, there was a heavy focus on school climate and culture, along with academics and safety. As a result, four years ago Charter Montessori walked away with the State's Gold Ribbon Award in Climate and Culture. This current year we have started PBIS at our school in full implementation after a year of internal training.

## Classroom Observations

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

Informal observations are conducted with frequency throughout the year. Both principals use an iPhone app called Classroom Walk-through Plus. This allows for feedback on engagement, standards and others specific areas to be given immediately. Also, we follow up with those teachers within 24 hours. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School district's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for Teaching Profession. The findings from these observations help to determine next steps for professional development, guides our literacy and technology coaches' work, and gives the school a snapshot of how teaching and learning is occurring throughout the school.

## 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)

Charter Montessori participated in the first administration of the California Smarter Balanced Assessment in spring 2018. The results of the assessment indicate the percent of students meeting and exceeding standards, in English Language Arts and Mathematics were 68% and 59%, In 2019, 72% of students were meeting or exceeding and in math 63%. In addition, the percent of each numerically significant subgroup (i.e. any subgroup of 100 or more students with valid test scores or 50 or more students with valid test scores who make up at least 15 percent of the total of all students with valid test scores.) meeting or exceeding standard.

Additionally, the site also tracks local assessment data, including the Accelerated Reader Success Index.

This year, K-2 classrooms are using the Benchmark Assessment System and SIPPS assessments in order to appropriately level students for reading instruction. In 1st -3rd grade, students who are struggling with reading are referred to reading intervention on the basis of this data point and teacher observation.)

VVCM has switched from the MAP assessment program in grades 3rd-7th to the FastBridge Assessment. We also added 2nd and 8th grade to the grade levels. The FastBridge assessments measure aReading and aMath. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. Given that these assessments are well correlated with the State's SBA program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards.

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

Charter Montessori participated in the first administration of the California Smarter Balanced Assessment in spring 2018. The results of the assessment indicate the percent of students meeting and exceeding standards, in English Language Arts and Mathematics were 68% and 59%, In 2019, 72% of students were meeting or exceeding and in math 63%. In addition, the percent of each numerically significant subgroup meeting or exceeding standard was as follows:

Sub Group	ELA	Math
Students with Disabilities	23%	19%
Economically Disadvantaged	56%	39%
English Language Learners	NA%	NA

In conjunction with the Buckeye School District, each of our math and language arts classes administer the MAP assessment. This is an assessment produced by the Northwest Education Association that provides data that measures student growth, projects student proficiency on high stake tests, and it informs teachers how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year (survey version) as a baseline and then given twice more at the trimesters. The language arts portion tests language usage and reading.

Valley View Charter Montessori 3rd-7th grade teachers will be using portions of the CAASPP interim assessments in conjunction with MAPS to better assess and prepare students for their education and deliver their curriculum.

All teachers also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of teachers meet criteria as highly qualified (ESEA).

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

Teachers of subjects that obtained new instructional materials received professional development for the effective implementation of those materials. In 2014-2015, the site implemented new instructional materials in (writing and/or mathematics). Training on these materials is continuing into 2016-2017. In addition, the District has introduced new (reading materials in grades K-3 and social studies/history materials in grades 6-8). Professional development for these materials will occur in the current year. In 2018-19 we adopted Amplify Science TK-7th Grade.

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

Teacher professional development on the implementation of new State Standards and assessments occurred in the 2014-2015 school year. This will occur throughout the 2018-2019 school year as well. Additionally, teachers have received professional development for the implementation of digital technology (i.e. Chromebooks) in the classroom, PBIS and Amplify Science. This professional development will continue through the 2018-19 school year.

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

During the 2014-2015 school year, the District staffed a Director of Curriculum. Charter Montessori has a Literacy Coach in '14-'15. For the 2018-2019 school year, the teachers will continue to be supported by an Instructional Coach who will assist with the implementation of our Balanced Literacy, Math and Science Program.)

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

The District provides teachers with early release time, each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress.

## **Teaching and Learning**

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

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards,

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

Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades K-8 receive 120 number of minutes, daily, in reading/language arts and math.

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

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

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

All student groups have access to appropriate standards-based materials for all subjects.

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

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials.

## **Opportunity and Equal Educational Access**

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

Students who are struggling to meet the educational standards at Charter Montessori are offered a variety of support based on individual need. Students with social and emotional needs are afforded the opportunity to meet with our school counselor either one on one or in group sessions. Students with more specific social /emotional needs and who are on an IEP or 504 may be recommended for further mental health services.

Charter Montessori provides special education classes to support our special education students and we call it The Learning Center. In the Learning Center, we offer a RSP and SDC. The Learning Center is also a place for the General Education teacher to use as a Tier 1 Response To Intervention. Class sizes are kept small in the Learning Center to help provide for more individual support.

Charter Montessori offers two Tier 2 Response to Interventions, in regards to Reading, Math and EL Intervention. We are using Fontas and Pinnell's intervention reading program for grades 1-8thth. In regard to Math Intervention, graders 1-8 are served 5 days a week and we are using Pearson Math Intervention program and other Math Curriculum Support for middle school. We have a total of five intervention teachers. Two for math, one for EL and two for Reading.

Students in need of additional support in meeting the standards are provided with a variety of experiences designed to help them meet the grade level standards. In the general education classroom these supports include differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, SDAIE strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized Intervention instruction designed to fill in learning gaps and accelerate their learning so

that they can attain grade level proficiency. EL students receive extra support as needed through the classroom and with our EL Intervention Push-in Teacher.

### Evidence-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest education practices to include in their classroom teaching. Examples of training include the following: Balanced Literacy, close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, professional coaching in the areas of math, language arts, and PE, Being a writer, and literacy across the disciplines. The 6th-8th grade teachers were trained in the summer of 2019 in the teachings of international baccalaureate. They teachers meet bi-weekly to collaborate on best teaching practice and how to meet student needs.

## Parental Engagement

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

Valley View Charter Montessori is fortunate to have a very supportive parent and community group. VVCM's PTO and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities. The following is a partial list of well-supported ongoing volunteer activities.

#### Leadership Activities:

- PTO, Garden of Learning Committee, Traffic Committee, Safety Committee and STEAM Lab
- School Site Council, Charter Montessori Parent Group
- Representation on district committees and Site Level Committees(Steering, Master Plan, Technology, Budget, Wellness, Valley View Grant Writing Committees, Montessori LCAP, ELAC and Heritage Festival Committee)

#### Student Support Activities:

- Big Brothers and Big Sisters
- Garden of Learning Volunteer
- Classroom support
- Cross Age Tutoring
- Valley View CM News
- Yearbook Club
- Classroom Assistance
- Field Trips
- Picture Day
- Read-a-thons
- I Can Read Program
- PC Pals (partnership with Intel)
- Cross Country
- Peace Patrol
- Rattler Leadership Team
- Grand Greeters



- Safety Day
- Assemblies
- STEAM Lab Volunteers
- S.I.P.P.S. reading intervention
- 1st-6th grade math intervention
- G.A.T.E.
- Anti Bullying Assemblys

#### Fund Raising Activities:

- Fall Festival AKA VVCM Valley of the Pumpkins
- VVCM Spirit Sticks
- Pennies for Patients
- Jog-a-Thon/Walk-a-thon
- Dinner and Auction

#### Other Fun Activities:

- Core Value Learning Assembly
- Back to School Night
- Open House
- Safety Day
- Cross Country
- Community service projects
- Friday Night Out
- Room Parties
- Teacher Appreciation Breakfast
- Fall Festival
- Spring Fling
- Movie Nights
- Talent Show

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)

1. Charter Montessori will take the following actions to involve parents in the joint development of the School Parent Involvement Policy and the Single Plan for Student Achievement:

#### School Parent Involvement Policy Process:

- Plan will be outlined by School Site Council and Administration.
- Input will be gathered from meetings during the year.
- A final draft is reviewed by the School Advisory committee and Board adopted.

#### o Single Plan for Student Achievement Process:

- A parent survey will be conducted to assess needs of stakeholders.
- Goals will be set.

A single plan will be completed and approved by the School Site Council and Board. After approval, it will be shared.

2. The Parent Involvement Policy will be distributed in the following way:

- In the Parent/Student Handbook which is made available to every student and signed by

every student and parent.

- At School Site Council.
- At a Charter Montessori and PTO Meeting.
- Posted on the school website.
- Posted on the Facebook

3. Charter Montessori will involve parents in the process of school improvement and review in the following ways:

- At least once a year, staff and parents will review school assessment results. The school's analysis of the results and parent feedback will be shared through our School Site Council and PTO.
- Together staff and parents will make adjustments to the school academic program which are deemed necessary in response to the data.
- This data will serve as the basis for our Single Plan for Student Achievement.
- The principal will speak, along with a monthly rotating grade level, at each PTO meeting regarding the 4 C's and updates on technology in education

4. Charter Montessori will provide parents a description of curriculum, forms of assessment, and proficiency levels students are expected to meet.

- At Back to School Night, parents receive copies or ways to view standards and report cards along with explanations of assessments used.
- Progress reports and parent conferences are opportunities teachers have for reporting student progress.
- Email and telephone calls are also regular forms of parent-teacher communication.
- Report cards are sent out three times per year detailing proficiency levels.
- PTO, MPG and Site Council Meetings

5. Charter Montessori will coordinate parental involvement strategies with feeder programs to address transitional needs by:

- Articulation with feeder school with parent and new teacher at middle school when necessary.
- Articulation between administration of feeder school, teachers and parents regarding students entering high school.

6. Charter Montessori will conduct a Parent Survey yearly, with the involvement of parents.

- An annual parent survey will be conducted in the spring of each year.
- Results will be shared with School Site Council, staff and parents. The feedback which results from the meetings will be considered as part of the annual review of the parent involvement policy.
- Results will be put in the parent bulletin and posted on the school web site.

7. Charter Montessori has strong parent involvement. In order to continue to build parent capacity for strong parental involvement, to support a partnership among the school, parents and the community, and to improve student academic achievement, we will do the following:

- All parents will receive a letter mailed home with their child's assessment results.
- Multiple media sources such as newspapers, Connect Ed, classroom newsletters, parent bulletins, social media, the district/school/teacher websites, will be used to keep parents and the community informed.
- Intel PC Pals and Intel classroom volunteers will be encouraged to become partners with

our school to enhance community involvement.

- School activities that reach out to the parents and community will be offered.

8. The school will, with the help of the district, provide training and materials to help parents work with their children to improve academic achievement by:

- Sharing information with parents at Back to School Night, parent-teacher conferences, school and teacher newsletters, student agendas, and grade level standards.
- Helping preschool students and their parents through the First Five program by providing information and education on kindergarten readiness.
- Offering multiple sessions of “Love & Logic” parenting classes.

9. Charter Montessori will, with the assistance of the district, provide materials that will work to build ties between parents and the school by:

- Informing parents of important school information through Connect-Ed, websites and social media..
- Providing a monthly newsletter to parents both electronically or through hardcopy for those without access to a computer.
- Posting information on parent involvement opportunities on the school Facebook, Valley View's website, PTO website and school marquee.

10. Upon request, the school will provide the following documents translated for parents:

- California English Development Test (Spanish).
- Enrollment documents (Spanish).
- Translators are available for school site needs, whenever possible.

## Funding

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

Title one and Title III are only categorical funds that apply.

## Fiscal support (EPC)

Charter Montessori does not receive any LCFF Supplemental Grant funding. District funding is provided for our Intervention and ELD support teachers, Literacy Coach, Substitutes for Assessment days for SIPPS and BAS assessments, and substitutes for Math and Writing Sustainability days.

# 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**

Our School Site Council met on November 12th, 2019 to review and approve the school site plan.

## Resource Inequities

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

Release time for teachers to collaborate on PBIS and IB.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	0.96%	0.81%		5	5
African American	0.4%	0.77%	0.81%	1	4	5
Asian	2.1%	4.99%	7.15%	6	26	44
Filipino	1.7%	2.50%	5.2%	5	13	32
Hispanic/Latino	13.9%	13.44%	14.63%	40	70	90
Pacific Islander	0.4%	0.19%	0.33%	1	1	2
White	77.7%	71.40%	63.74%	223	372	392
Multiple/No Response	%	%	%			
Total Enrollment				287	521	615

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	53	98	93
Grade 1	51	72	86
Grade 2	47	81	78
Grade3	42	85	76
Grade 4	53	57	88
Grade 5	41	79	62
Grade 6		49	88
Grade 7			44
Total Enrollment	287	521	615

### Conclusions based on this data:

- Valley View Charter Montessori has had a steady increase in enrollment and diversity in its last three years since opening.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	6	12	17	2.1%	2.3%	2.8%
Fluent English Proficient (FEP)	2	9	23	0.7%	1.7%	3.7%
Reclassified Fluent English Proficient	3		0	42.9%	0	0.0%

### Conclusions based on this data:

1. In the last three years at Valley View Charter Montessori the FEP has increased from .7% to 3.7% over the last three years.

# 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	42	85	75	41	83	75	41	83	75	97.6	97.6	100
Grade 4	50	58	85	49	55	82	49	55	82	98	94.8	96.5
Grade 5	40	77	63	39	73	61	39	73	61	97.5	94.8	96.8
Grade 6		48	89		47	85		47	85		97.9	95.5
All	132	268	355	129	258	346	129	258	346	97.7	96.3	97.5

\* 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	2449.	2450.	2453.	31.71	32.53	38.67	26.83	32.53	22.67	21.95	19.28	25.33	19.51	15.66	13.33
Grade 4	2486.	2513.	2503.	32.65	38.18	40.24	24.49	36.36	29.27	24.49	14.55	13.41	18.37	10.91	17.07
Grade 5	2521.	2539.	2560.	23.08	38.36	47.54	38.46	32.88	29.51	20.51	13.70	13.11	17.95	15.07	9.84
Grade 6		2559.	2578.		29.79	30.59		31.91	45.88		31.91	15.29		6.38	8.24
All Grades	N/A	N/A	N/A	29.46	34.88	37.28	29.46	33.33	36.13	22.48	18.99	15.61	18.60	12.79	10.98

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	24.39	38.55	40.00	48.78	44.58	46.67	26.83	16.87	13.33
Grade 4	30.61	32.73	42.68	44.90	56.36	43.90	24.49	10.91	13.41
Grade 5	33.33	38.36	47.54	51.28	49.32	40.98	15.38	12.33	11.48
Grade 6		31.91	43.53		46.81	41.18		21.28	15.29
All Grades	29.46	36.05	42.20	48.06	48.84	45.38	22.48	15.12	12.43

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.00	26.51	24.00	60.00	49.40	60.00	10.00	24.10	16.00
Grade 4	27.08	30.91	24.39	56.25	58.18	51.22	16.67	10.91	24.39
Grade 5	35.90	43.84	42.62	43.59	42.47	45.90	20.51	13.70	11.48
Grade 6		21.28	32.94		65.96	61.18		12.77	5.88
All Grades	30.71	31.40	33.24	53.54	52.33	54.05	15.75	16.28	12.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.83	27.71	29.33	63.41	71.08	60.00	9.76	1.20	10.67
Grade 4	24.49	30.91	31.71	59.18	67.27	60.98	16.33	1.82	7.32
Grade 5	17.95	34.25	34.43	76.92	53.42	59.02	5.13	12.33	6.56
Grade 6		21.28	25.88		70.21	69.41		8.51	4.71
All Grades	23.26	29.07	29.19	65.89	65.12	63.87	10.85	5.81	6.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.15	28.92	28.00	43.90	57.83	58.67	21.95	13.25	13.33
Grade 4	36.73	38.18	34.15	46.94	56.36	57.32	16.33	5.45	8.54
Grade 5	23.08	41.10	45.90	69.23	42.47	44.26	7.69	16.44	9.84
Grade 6		38.30	38.82		53.19	55.29		8.51	5.88
All Grades	31.78	36.05	37.86	52.71	52.33	53.47	15.50	11.63	8.67

**Conclusions based on this data:**

1. Charter Montessori remained focused in ELA and grew in ELA overall significantly overall.
2. We focussed on Listening, that was an area of weakness in 2016-17 and we saw a rise in Exceeded and Met. This will still be an area of focus for upcoming years.
3. For 2018-19 we are focusing on Research and Inquiry, beyond the other claims and assessments the SBA. SPED is one of the subgroups we will have a heavy focus on, as well in ELA.



# 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	42	85	75	41	83	75	41	83	75	97.6	97.6	100
Grade 4	50	58	85	50	56	82	50	56	82	100	96.6	96.5
Grade 5	40	77	63	39	73	61	39	73	61	97.5	94.8	96.8
Grade 6		48	89		47	85		47	85		97.9	95.5
All	132	268	355	130	259	346	130	259	346	98.5	96.6	97.5

\* 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	2457.	2461.	2462.	24.39	30.12	25.33	39.02	32.53	41.33	21.95	25.30	22.67	14.63	12.05	10.67
Grade 4	2497.	2510.	2507.	24.00	28.57	29.27	34.00	32.14	32.93	34.00	33.93	28.05	8.00	5.36	9.76
Grade 5	2530.	2522.	2533.	30.77	28.77	34.43	17.95	26.03	24.59	38.46	24.66	26.23	12.82	20.55	14.75
Grade 6		2546.	2562.		25.53	29.41		25.53	31.76		29.79	23.53		19.15	15.29
All Grades	N/A	N/A	N/A	26.15	28.57	28.61	30.77	29.34	32.08	31.54	27.80	26.88	11.54	14.29	12.43

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	43.90	40.96	37.33	31.71	36.14	46.67	24.39	22.89	16.00
Grade 4	36.00	46.43	43.90	36.00	35.71	31.71	28.00	17.86	24.39
Grade 5	28.21	39.73	39.34	43.59	26.03	29.51	28.21	34.25	31.15
Grade 6		27.66	30.59		42.55	49.41		29.79	20.00
All Grades	36.15	39.38	36.99	36.92	34.36	41.04	26.92	26.25	21.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.90	40.96	44.00	51.22	45.78	44.00	4.88	13.25	12.00
Grade 4	34.00	33.93	35.37	52.00	51.79	46.34	14.00	14.29	18.29
Grade 5	25.64	27.40	31.15	56.41	50.68	52.46	17.95	21.92	16.39
Grade 6		23.40	35.29		55.32	44.71		21.28	20.00
All Grades	34.62	32.43	34.97	53.08	50.19	48.55	12.31	17.37	16.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.46	43.37	38.67	43.90	45.78	50.67	14.63	10.84	10.67
Grade 4	32.00	33.93	37.80	48.00	51.79	50.00	20.00	14.29	12.20
Grade 5	23.08	26.03	29.51	56.41	52.05	49.18	20.51	21.92	21.31
Grade 6		31.91	36.47		48.94	48.24		19.15	15.29
All Grades	32.31	34.36	35.84	49.23	49.42	49.71	18.46	16.22	14.45

**Conclusions based on this data:**

1. Like ELA, Montessori had growth, but a smaller growth overall in grades 3rd-6th grade.
2. Our school put a heavy focus on Problem Solving and saw a big improvement. We saw a 10% growth in At or Above Standards and a 9% decrease of the students in Below Standard.
3. Our big focus this year will be math. The area that we want to put a big effort towards will be concepts and procedures. That said we want to keep our pulse on Problem Solving to keep that going in a positive direction.

# 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
Grade K	*		*		*		*	
Grade 1	*		*		*		*	
Grade 2	*		*		*		*	
Grade 4	*		*		*		*	
Grade 6	*		*		*		*	
All Grades							11	

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
All Grades	*		*		*		*		11	

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
All Grades	*		*		*		*		11	

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
All Grades	*		*		*		*		11	

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
All Grades	*		*		*		11	

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
All Grades	*		*		*		11	

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
All Grades	*		*		*		11	

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
All Grades	*		*		*		11	

**Conclusions based on this data:**

1. There is no data to base a conclusion on.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
521	15.9%	2.3%	0.2%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	2.3%
Foster Youth	1	0.2%
Socioeconomically Disadvantaged	83	15.9%
Students with Disabilities	62	11.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8%
American Indian	5	1.0%
Asian	26	5.0%
Filipino	13	2.5%
Hispanic	70	13.4%
Two or More Races	30	5.8%
Pacific Islander	1	0.2%
White	372	71.4%






### Conclusions based on this data:

1. At Valley View Charter Montessori the ethnicity of White and Hispanic are the highest percentages.
2. Our SED has grown 1% over the last year.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Although Math and ELA remain in the Green, we are making strong efforts and goals to leap into the Blue.
2. Chronic Absenteeism is a huge area of focus this year and we have revamped the way we look at it and approach it with our community.
3. Suspension Rate is a focus for VVCM this year and with PBIS and IB we plan to make the jump to Green.

## School and Student Performance Data

## Academic Performance English Language Arts

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

Lowest  
Performance



Orange



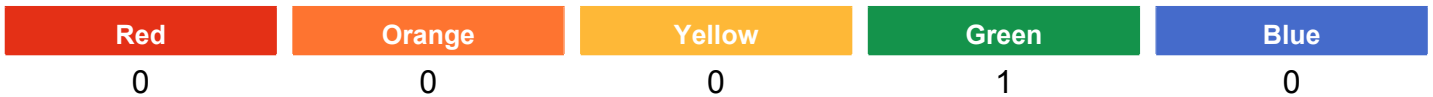
Green



Highest  
Performance

This section provides number of student groups in each color.

## 2018 Fall Dashboard English Language Arts Equity Report











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

<div><div>All Students</div><div><div><div><div></div></div></div><div>Green</div></div><div>29.6 points above standard</div><div>Increased 14.3 points</div><div>252 students</div></div>	<div><div>English Learners</div><div><div><div><div></div></div></div><div>No Performance Color</div></div><div>Less than 11 Students - Data Not Displayed for Privacy</div><div>7 students</div></div>	<div><div>Foster Youth</div><div><div><div><div></div></div></div><div>No Performance Color</div></div><div>0 Students</div></div>
<div><div>Homeless</div><div><div><div><div></div></div></div><div>No Performance Color</div></div><div>0 Students</div></div>	<div><div>Socioeconomically Disadvantaged</div><div><div><div><div></div></div></div><div>No Performance Color</div></div><div>7.7 points below standard</div><div>Increased 21.5 points</div><div>45 students</div></div>	<div><div>Students with Disabilities</div><div><div><div><div></div></div></div><div>No Performance Color</div></div><div>44.1 points below standard</div><div>Increased 5.3 points</div><div>52 students</div></div>

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
<b>Hispanic</b>  No Performance Color 14.1 points below standard Increased 9.7 points 37 students	<b>Two or More Races</b>  No Performance Color 73.6 points above standard 16 students	<b>Pacific Islander</b>  No Performance Color 0 Students	 Green 32 points above standard Increased 10.5 points 176 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

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>English Only</b> 29 points above standard Increased 14.4 points 243 students
--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

#### Conclusions based on this data:

1. In ELA, our SED (although not where we want them, yet) increased by 21.5 points, yet are 7.7 points below standard.
2. In ELA, our SWD, increased 5.3 points, yet are 44.1 points below standard.
3. In ELA, all students in 14.3 points and are 29.6 above standard.



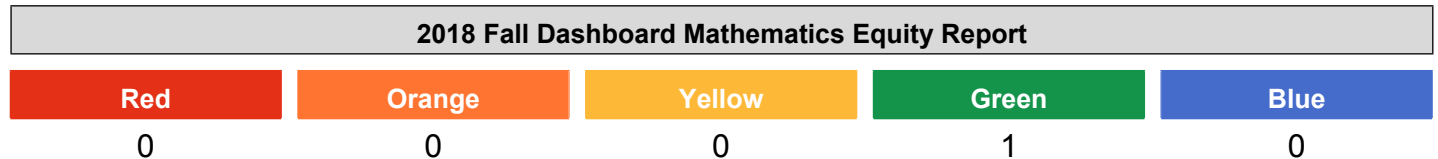
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 11.1 points above standard Maintained -0.2 points 253 students	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 22 points below standard Increased 6.4 points 45 students	<b>Students with Disabilities</b>  No Performance Color 40.5 points below standard Declined -3.9 points 53 students

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
<b>Hispanic</b>  No Performance Color 26.3 points below standard Increased 5.9 points 37 students	<b>Two or More Races</b>  No Performance Color 46.3 points above standard 16 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 14.8 points above standard Maintained -1.1 points 177 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

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>English Only</b> 11 points above standard Maintained 0.8 points 244 students
--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

#### Conclusions based on this data:

1. In Math, VVCM is 11.1 points above standard, but maintained it's status. Math is a huge area of focus at VVCM in all grade levels.
2. VVCM's SED students increased by 6.4 points in math, but is still 22 points below standard.
3. VVCM's SWD students .....(David is clearing up a question for me)

# 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
11	45.5%	27.3%	18.2%	9.1%

### Conclusions based on this data:

1. 45% of the students were in level 4 and VVCM there were 11 students in total.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. There is no data to base a conclusion on.

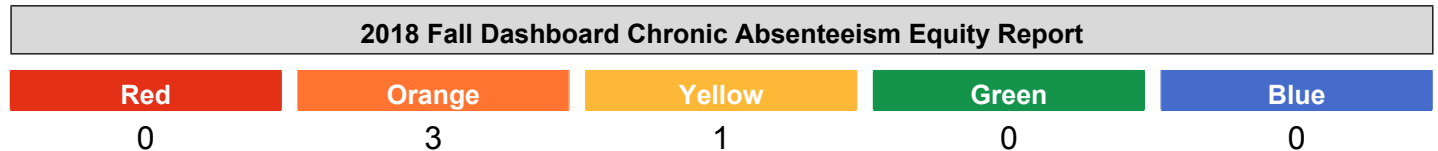
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 9.3% chronically absent Maintained 0.1% 538 students	<b>English Learners</b>  No Performance Color 23.1% chronically absent 13 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>Socioeconomically Disadvantaged</b>  Yellow 11.1% chronically absent Declined 2.4% 99 students	<b>Students with Disabilities</b>  Orange 16.9% chronically absent Increased 10% 83 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Asian</b>  No Performance Color 10.7% chronically absent 28 students	<b>Filipino</b>  No Performance Color 11.8% chronically absent 17 students
<b>Hispanic</b>  Orange 12.5% chronically absent Increased 0.6% 72 students	<b>Two or More Races</b>  No Performance Color 6.1% chronically absent Declined 2.3% 33 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Orange 8.7% chronically absent Increased 0.5% 378 students

### Conclusions based on this data:

1. VVCM is the lowest performing school in chronic absenteeism in our school district. We are doing an overhaul in how we approach our attendance and how we are being proactive, as well.

# 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:

1. There is no data to base a conclusion on this.

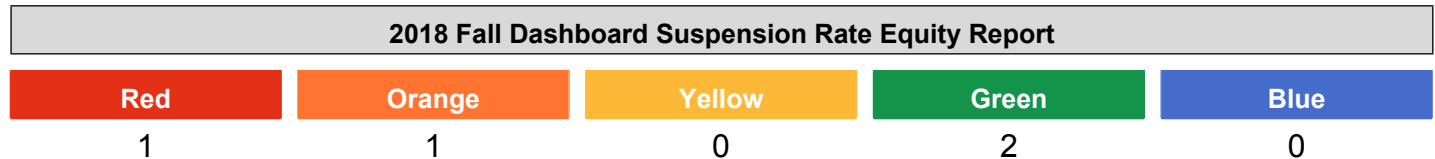
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 1.5% suspended at least once Maintained 0.2% 546 students	<b>English Learners</b>  No Performance Color 0% suspended at least once 13 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 4 students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Green 1.9% suspended at least once Declined -1.5% 104 students	<b>Students with Disabilities</b>  Red 7.1% suspended at least once Increased 2.6% 85 students



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

<b>African American</b>  No Performance Color Less than 11 Students - Data 6 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 5 students	<b>Asian</b>  No Performance Color 0% suspended at least once 28 students	<b>Filipino</b>  No Performance Color 0% suspended at least once 17 students
<b>Hispanic</b>  Green 1.4% suspended at least once Declined -3.4% 73 students	<b>Two or More Races</b>  No Performance Color 0% suspended at least once Maintained 0% 33 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1 students	<b>White</b>  Orange 1.8% suspended at least once Increased 1% 383 students

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

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
1.3% suspended at least once	1.3% suspended at least once	1.5% suspended at least once

#### Conclusions based on this data:

1. Overall, VVCM has maintained in suspension rate.
2. VVCM, increased in SPED students (which is a negative in this category) and has already started a plan with PBIS, Behavior Contracts and working with the District Behaviorist to assist for next year.
3. SED students have decreased (that is a positive in this category) and we did focus on that last year.

# 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

Mathematics

## LEA/LCAP Goal

VVCM will increase by 5 points as measured on the California Stated Dashboard in the mathematics portion of the State's Smarter Balance Assessment.

## Goal 1

The District's average student scaled score on the State's Smarter Balanced Assessment for mathematics will increase by 5 points as measured on the California State Dashboard.

## Identified Need

VVCM TK-8th Grader teachers need to have consistent teaching strategies around math topics that consist of: Learning Goals that can be measured, math vocabulary that is built upon throughout the grade levels and math concepts that are universally known and taught throughout VVCM.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment	60.69%	66%

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

## Strategy/Activity 1

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

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

All 2nd-8th Grade Teaches and Special Education Teachers.

### Strategy/Activity

Grade level Target Collaboration release time (3 half days) to collaborate with administrators of VVCM, Math Coach and Director of Curriculum to identify areas of need from formative and summative assessment using the target collaboration protocol.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)
900	LCFF - Supplemental

0001-0999: Unrestricted: Locally Defined Substitutes for Teacher

## Strategy/Activity 2

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

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

Identify all students in SED, Foster Youth and EL who are below standard in math and provide math intervention for those students.

### Strategy/Activity

Sustainability Meetings and training with District Math Coach for the teacher of the Math Intervention. Also, the math intervention teacher will meet with the general education teacher every six weeks to conference about their students in the class.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

900

#### Source(s)

LCFF - Supplemental  
0001-0999: Unrestricted: Locally Defined Substitutes for Teacher

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

The overall implementation of the math intervention and collaboration protocols with the staff were successful last year. Math intervention was done with fidelity and began in September of 2018 and concluded in April of 2019. The collaboration protocols for the 3rd-7th grade staff began in January and concluded in May of 2019. The collaboration was very effective to get all our staff on the same page of looking at data and using our curriculum based on the data.

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

There were no major differences to report.

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.

The major change to the collaboration protocol in 2018-19 are to begin earlier. We are beginning in August this year, compared to January. Also, we are adding 2nd grade into the collaboration protocol to bring them into the mix of summative assessments and to prepare them and their students for testing. In regards to math intervention, we are trying to push in more this year, rather than the students coming to a math intervention classroom. We are finding this is giving us more student contact time and more learning.

# 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

English Language Arts

## LEA/LCAP Goal

VVCM will increase by 7 points as measured on the California Stated Dashboard in the ELA portion of the State's Smarter Balance Assessment.

## Goal 2

The District's average student scaled score on the State's Smarter Balanced Assessment for ELA will increase by 7 points as measured on the California State Dashboard.

## Identified Need

The area of writing stood out to be an area of need throughout VVCM. VVCM will use our collaborations and collaboration protocol meetings to ensure we are using common writing strategies, processes, vocabulary, curriculum and learning goals to increase our performance in the area of writing.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment	73.41%	80.41%

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Sustainability Meetings and Grade level Target Collaboration release time (3 half days) to collaborate with administrators of VVCM, District Literacy Coach and Director of Curriculum to identify areas of need from formative and summative assessment using the target collaboration protocol.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

900

Source(s)

LCFF - Supplemental  
0001-0999: Unrestricted: Locally Defined  
Substitutes for teachers

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

The overall implementation of reading intervention and collaboration protocols with the staff were successful last year. Reading intervention was done with fidelity and began in September of 2018 and concluded in April of 2019. In the month of April, Reading Intervention used their time work on IAB's with 3rd-5th grade students. The collaboration protocols for the 3rd-7th grade staff began in January and concluded in May of 2019. The collaboration was very effective to get all our staff on the same page of looking at data and using our curriculum based on the data

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

There were no major differences.

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.

The major change to the collaboration protocol in 2018-19 are to begin earlier. We are beginning in August this year, compared to January. Also, we are adding 2nd grade into the collaboration protocol to bring them into the mix of summative assessments and to prepare them and their students for testing. In regards to reading intervention, our reading coach is working hand in hand with our teachers and reading intervention. She is meeting after school with teachers and during school to review small groups, in particular and best teaching practices. . We are finding this is getting our school on the same page and working like a well oiled machine.

# 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

Citizenship with a focus on the whole child in STEAM, GAFE and digital citizenship

## LEA/LCAP Goal

Each TK-8th Grade student at VVCM will be exposed to STEAM lessons in our STEAM Lab, GAFE and monthly lessons in digital citizenship from their teacher.

## Goal 3

100% of VVCM TK-8h grade student will be proficient with their grade level expectancy of Google Apps For Education, STEAM Lab and Digital Citizenship of technology at VVCM and in the world of technology.

## Identified Need

The Smarter Balanced Test, Fast Bridge Assessment and GAFE all utilize the Chromebook. Our students need to be efficient in the technological skills are their grade level to advance on to using GAFE and those assessments.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Technology Standards at students grade level	90%	100%

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

## Strategy/Activity 1

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

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

All TK-8th Grade student at VVCM.

### Strategy/Activity

VVCM STEAM TEAM Trainers are a resource to train teacher in GAFE and STEAM Lab.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF - Supplemental

0001-0999: Unrestricted: Locally Defined  
Substitute for teachers if neccassary

## Strategy/Activity 2

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

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

TK-8th Grade Students

### Strategy/Activity

Administration will lead classes on Digital Citizenship with Common Sense Media at each Grade Level to teach digital citizenship

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

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 overall implementation was good, but we found that our middle school students are smarter than we think. We had to strengthen up our digital citizenship in our 6th-7th grade toward the end of 2017-18 school year and we ended strong. STEAM and GAFE went extremely well. The effectiveness it had on our students was shown on how comfortable they felt around the Chromebook from 3rd-7th graders on the SBA.

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 was no major difference.

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.

The major difference that will be changed is with our middle school students. We have implemented new rules and ideas to keep them safe and yet creative around the technology at our



school. We have worked with our IT, students and teachers with these ideas to ensure everyone is part of the overgrowing process in technology.

# 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

Next Generation Science Standards

## LEA/LCAP Goal

All VVCM staff and administrators understand and know how the NGSS and Amplify correlate work best with our students at VVCM.

## Goal 4

All teachers and administrators will receive initial training for transitioning to the Next Generation Science Standards (NGSS) and maintain follow up training /support throughout the year in Amplify.

## Identified Need

The strongest area of need for the staff is learning the experiments in Amplify and scheduling in the experiments of Amplify within the teaching day.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

N/A	N/A	N/A
-----	-----	-----

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

All teachers and administrators will receive support and training for transitioning to the Next Generation Science Standards (NGSS)

### Proposed Expenditures for this Strategy/Activity

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

1,000	General Fund 0000: Unrestricted
-------	------------------------------------

# 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 VVCM staff and administrators received training and support in the initial roll out of NGSS standards with Amplify curriculum. Every classroom implemented Amplify and had assessments/experiments to show progress.

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

There were no major differences.

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

Based on last year VVCM will continue collaboration on NGSS and Amplify with the Collaboration Protocol Team. One change we have instituted is to have each the learning goal and vocabulary displayed visually during each lesson and also repeated orally.

# 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

Valley View Charter Montessori Climate and Culture

## LEA/LCAP Goal

## Goal 5

VVCM will complete year one of PBIS Training. Also, 92% of VVCM's students feel connected at school to an adult. This connection can consist of a peer, teacher, staff member, counselor, psychologist, Principal, district office staff, or parent volunteer.

## Identified Need

All staff will receive PBIS Training and support throughout the year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google Staff PBIS Survey, 5th and 7th Grade pre and post climate survey.	NA	95%

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

## Strategy/Activity 1

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

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

All students will know what RISE means Respect, Integrity, Safety and Effort by the end of the year and be able to give an example how they model each one.

### Strategy/Activity

Educate parents, students and staff on the meaning and purpose of VVCM's Montessori Ideals (GAP) and PBIS for a Education Night

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Donations

0000: Unrestricted  
Ed Night

## Strategy/Activity 2

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

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

All

### Strategy/Activity

PBIS Team will complete year two of PBIS training and SWIS Training

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

3,000.00

#### Source(s)

District Funded  
0000: Unrestricted  
PBIS Tier 1

## 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 implementation of PBIS to the staff and students this year, therefore we don't have any data. We will have that next year in 2019-20

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

We are currently implementing year one of PBIS in our whole school. In 2019-20 we will have the data to review and describe the differences between the implementation and expenditures.

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.

The only changes the PBIS time would have made is to have more time to plan with the VVCM Staff before implementing PBIS to the whole school.

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$8,200.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$3,000.00
Donations	\$1,000.00
General Fund	\$1,000.00
LCFF - Supplemental	\$3,200.00

Subtotal of state or local funds included for this school: \$8,200.00

Total of federal, state, and/or local funds for this school: \$8,200.00

# 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
None Specified		

## Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	3,000.00
Donations	1,000.00
General Fund	1,000.00
LCFF - Supplemental	3,200.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	5,000.00
0001-0999: Unrestricted: Locally Defined	3,200.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0000: Unrestricted	District Funded	3,000.00
0000: Unrestricted	Donations	1,000.00
0000: Unrestricted	General Fund	1,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	3,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,800.00
Goal 2	900.00
Goal 3	500.00
Goal 4	1,000.00
Goal 5	4,000.00



# School Site Council Membership

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

2 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Paul Stewart	Principal
Christine Storm	Parent or Community Member
gene Groninger	Parent or Community Member
Susan Swift	Parent or Community Member
Michelle Miller	Classroom Teacher
Paige Gazzigli	Classroom Teacher Parent or Community Member
Kelly Scheider	Classroom Teacher
Valerie Bustos	Other School Staff Parent or Community Member
Bill Frame	Principal
Stacey Cahill	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**

Other: Safety 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 11/12/19.

Attested:

PS ST  
Christine H Storms

Principal, Paul Stewart on 11/12/19

SSC Chairperson, Christine Storms on 11/12/19

# 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 as 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/guidanceusesinvestment.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/guidanceusesinvestment.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



# 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
Buckeye Elementary School	09618386005466	11/18/19	11/20/19

## 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.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.



# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	5
Stakeholder Involvement .....	14
Resource Inequities .....	15
School and Student Performance Data .....	16
Student Enrollment.....	16
CAASPP Results.....	18
ELPAC Results .....	22
Student Population.....	24
Overall Performance .....	25
Academic Performance .....	26
Academic Engagement.....	32
Conditions & Climate.....	35
Goals, Strategies, & Proposed Expenditures.....	37
Goal 1.....	37
Goal 2.....	41
Goal 3.....	44
Goal 4.....	47
Goal 5.....	49
Budget Summary .....	51
Budget Summary .....	51
Other Federal, State, and Local Funds .....	51
Budgeted Funds and Expenditures in this Plan .....	52
Funds Budgeted to the School by Funding Source.....	52
Expenditures by Funding Source .....	52
Expenditures by Budget Reference .....	52
Expenditures by Budget Reference and Funding Source .....	52
Expenditures by Goal.....	53
School Site Council Membership .....	54
Recommendations and Assurances .....	55

Instructions.....56

    Instructions: Linked Table of Contents.....56

    Purpose and Description.....57

    Stakeholder Involvement.....57

    Resource Inequities .....57

Goals, Strategies, Expenditures, & Annual Review .....58

    Annual Review .....59

    Budget Summary .....60

    Appendix A: Plan Requirements .....62

    Appendix B:.....65

    Appendix C: Select State and Federal Programs .....67

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An annual survey of parents was conducted in May 2019. The results of the survey indicate that 96% of parents state that their child feels safe and secure from harassment at school. In the area of reading, 93% of parents believe the educational program meets their child's needs. In the area of math, 91% of parents believe the educational program meets their child's needs. In the area of technology, 87% of parents believe the educational program meets their child's needs. The survey results noted that 95% of parents believe that school and district communications keep them informed about activities and initiatives. Based on the data, we see a strong parental belief that the school provide a safe and secure environment. We noted a strong parent belief that programs in reading, math and technology meet their child's educational needs. We also noted a parental belief that the school and district keep parents informed about activities and initiatives.

## Classroom Observations

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

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School district's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for the Teaching Profession. The findings from these observations help to determine next steps for professional development, guides our instructional coaches' work, and gives the school a snapshot of how teaching and learning is occurring throughout the school.

## 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)

The site participated in the administration of the California Smarter Balanced Assessment in Spring 2019. The results of the assessment indicate the percent of students meeting and exceeding standards in English Language Arts and Mathematics were 60% and 49%, respectively. The students overall score in ELA showed an increase in their scaled score of 8 points from 2473 to 2481. In math the scaled score decreased by 14 points from 2486 to 2472.

Additionally, the site also tracks local assessment data, including the Accelerated Reader Success Index. Last year, 85% of all quizzes taken were passed at a level of 85% or higher. This is one indicator that assists in verifying students are reading books independently that are at their optimal level for developing comprehension skills.

K-5 classrooms are using the Benchmark Assessment System (BAS) and SIPPS assessments in order to appropriately level students for reading instruction. In grades K-5, students who are struggling with reading are referred to reading intervention on the basis of these data points and teacher observation. In addition students in grades 2nd-5th, who are struggling with reading, are referred to reading intervention based on AR results, Fast Bridge results, and classroom performance.

The Fast Bridge assessment program is used in grades 2nd-5th. The assessments provide a universal screener for language arts and mathematics. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. These assessments also provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards and how they compare to students at our school, in our District, and across the nation at the same grade level.

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

In grades 2nd-5th, each of our math and language arts classes administer the Fast Bridge assessment. This is an assessment produced by Illuminate that provides data that measures student growth, projects student proficiency on high stake tests, and it informs teachers how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year as a baseline and then given mid second trimester. Teachers administer the Reading and Math assessments.

Teachers also use curriculum-embedded assessments in all subject areas to monitor student progress on a daily, weekly, and end-of-unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, and provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of teachers meet criteria as highly qualified (ESEA).

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

Teachers of subjects that obtained new instructional materials received professional development for the effective implementation of those materials. In 2014-2015, the site implemented new instructional materials (writing and/or mathematics). In the 2015-2016 school year, training on these materials continued, along with professional development and literacy coaching supporting teachers in Balanced Literacy curriculum. In the 2016-2017 school year, grades TK-5 are participating in NGSS professional development along with grades 3-5 receiving literacy coaching on small leveled reading groups to support our Balanced Literacy Curriculum. In 2018-19, teachers obtained new instructional materials for science. Training on the usage of these materials happened throughout the school year and will continue in ongoing basis.

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

Teacher professional development on the implementation of State Standards continues during the 2019-20 school year. Additionally, teachers are working together to identify areas of need that we can collectively target for improvement. We are using the Collaboration Protocol to identify areas of need, establish learning progressions based on State Standards, and develop success criteria to ensure students are moving towards academic proficiency of the identified targets.

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

During the 2014-2015 school year, the District staffed a Director of Curriculum and Instruction. Since 2015, teachers in grades TK-5 have been, and will continue to be, supported by an Instructional Coach, who will assist with the continued implementation of our Balanced Literacy program as well as all other subjects.. The staff at Buckeye also has the support of a Title 1 Coordinator for 2.5 days a week.

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

The District provides teachers with early release time, each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress.

## Teaching and Learning

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

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards,

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

Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades K-5 receive 120 minutes, daily, in reading/language arts and students in grades K-5 receive 60 minutes in mathematics, daily.

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

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

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

All student groups have access to appropriate standards-based materials for all subjects.

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

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials.

## **Opportunity and Equal Educational Access**

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

Students in need of additional support in meeting the standards are provided with a variety of experiences designed to help them meet the grade level standards. In the general education classroom these supports include differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, SDAIE strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized intervention instruction designed to fill in learning gaps and accelerate their learning so that they can attain grade level proficiency. Students with an IEP are provided additional learning opportunities in our Learning Center structured around their IEP goals and additional instruction designed to help them meet grade level standards. Students with a 504 Plan are provided additional supports based upon their 504 accommodations. Students with social/emotional needs are afforded the opportunity to meet with our part-time school counselor either one-on-one or in group sessions. Students with more specific social/emotional needs and who are on an IEP or 504 may be recommended for further mental health services.

Buckeye Elementary provides special education classes to support our special education students. In grades K-5, we offer RSP or SDC services. Classes are kept small to help provide for more individual support. Students who struggle in Reading Comprehension in grades K-5 may be referred to our LLI (Leveled Literacy Intervention) pull-out program or they may work with one of our two push-in reading teachers that provide additional small group reading support during RAP times. EL students who score at the ELPAC Beginning or Intermediate Levels are being serviced by an EL Instructor through a pull-out program. Students in grades 3-5 who fall under EL, low socioeconomic, or foster youth, may be referred to our math intervention program which provides students with an additional teacher providing small group instruction for part of their math lesson.

Buckeye Elementary uses the following programs and practices to support our under-performing students:

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)

LLI (Leveled Literacy Intervention)

Math Intervention Program in grades 3-5 (push-in program)

RAZ Kids

Lexia Core 5

Leveled Book Room with text sets

Partnership with Sierra Assistance League for Literacy Development

GLAD (Guided Language Acquisition Development)

Differentiation strategies within the regular instructional day

Active Participation

Small flexible group instruction in core subject areas

Needs-based ability groups in Reading

Cross-age tutors

Parent/community volunteers

BAS (Benchmark Assessment System) for reading K-5

Math Benchmark Assessments

Numerous computer applications to reinforce instruction

#### Evidence-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest education practices to include in their classroom teaching. Examples of training include: close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, NGSS training, and coaching in the areas of math and language arts.

## Parental Engagement

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

Buckeye School is fortunate to have a very supportive parent and community group. The Parent Teacher Club and School Site Council are very active and provide opportunities for parent involvement. Our school has an average of 18 parent volunteers each day who complete more than 50 hours per day of volunteer service in our classrooms. Parents also volunteer for numerous other activities in support of the school. The following is a partial list of well-supported ongoing volunteer activities:

Leadership Activities include Parent Teacher Club, School Site Council, District LCAP Advisory, PBIS and Budget Committees

Title 1 Meetings

Parent Math Support Meetings

Student Support Activities include Cross Country volunteers, field trip chaperones, classroom volunteers, Love and Logic participants, and, Assemblies.

Fund Raising Activities include the Bobcat Bash and Ice Cream Social, Sees Candy sales, Jog-A-Thon

Other Fun Activities include Dr. Seuss Night, Back To School Night, Book Fairs, Open House, and Movie Night.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

## Parent Involvement Policy

Buckeye Elementary School agrees to implement the following statutory requirements:

We will jointly develop with parents, distribute to parents of participating children, a school Parental Involvement Policy that the school and parents of participating children agree on.

We will notify parents about the school Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

We will make the school Parental Involvement Policy available to the local community.

We will periodically update the school Parental Involvement Policy to meet the changing needs of parents and the school.

We will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.

## DESCRIPTION OF HOW BUCKEYE ELEMENTARY SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Buckeye Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its Single Plan for Student Achievement in an organized, ongoing and timely way under section 1118(b) of the ESEA:

### School Parent Involvement Policy Process:

Plan will be outlined at Fall meetings Sept.-October 2019 Title I Parent Meetings and School Site Council

Input gathered from meetings and surveys to build consensus Sept.-May Site Leadership, Parent Survey, Parent Teacher Club, English Language Advisory Committee

Final draft adopted by Title I Parents and School Site Council Aug. 29, 2019.

### Single Plan for Student Achievement Process:

Conduct a needs assessment which includes all stakeholders

Base needs assessment on school data and input from surveys and committees (Title I parents, English Language Advisory Committee, parent survey, School Climate Survey)

Set goals

Determine a monitoring process

Distribute the completed plan



2. Buckeye Elementary will take the following actions to distribute to parents of participating children and the local community its Parent Involvement Policy:

Back To School Night

School Website

School Facebook Page

Weekly Parent/School Bulletins

Title I Parent Meetings

3. Buckeye Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

Annually, parents are provided an opportunity for review and input on the School Parental Involvement Policy. This typically occurs at the first Title I parent meeting each year.

4. Buckeye Elementary School will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title I,
- About the requirements of Title I,
- Of their rights to be involved,
- A copy of the school's school-parent compact,
- About their school's participation in Title I.

Parents will be informed of the annual meeting in writing, with a follow-up phone call and/or email to remind them of the meeting.

5. Buckeye Elementary School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services related to parental involvement:

Our Title I Parents will meet three times each year. This group will be a forum in which parents of Title I students will be given an explanation of how the program will help their child. Parents will also be invited to give input into school programs and issues which effect student achievement.

6. Buckeye Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:

Information is provided at Back to School Night, upon request, and at each Title I parent meeting.

7. Buckeye Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

At Back to School Night, parents will receive information on where to access the standards along with explanations of the assessments used.

At parent conferences, parents will have the opportunity to review and discuss their student's work

with the teachers and to hear about progress towards standards.

Parents will receive progress reports, as frequently as needed, and report cards three times per year detailing proficiency levels.

8. Buckeye Elementary School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

Parents will be provided with opportunities to formulate suggestions, and participate in educational decisions relating to their children.

9. Buckeye Elementary School will submit to the district any parent comments if the school wide plan under section (1114) (b) (2) is not satisfactory to parents of participating children.

### SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Buckeye Elementary will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will hold an annual meeting to inform parents of school data. The data will be presented in an understandable and accessible manner. Translators will be available for the meetings. Topics will include analysis of the school state testing results, and sub-group data. The meeting will include input from the principal regarding the data and school interventions currently in place to address achievement gaps. Parents will be invited to share their view of the data and to offer suggestions for improved connections between home and school.

All parents will receive a letter mailed to their home informing them on how to access their child's assessment results on the annual CAASP state achievement tests.

Multiple media sources such as Connect Ed, the district newsletter, and district and school level websites will be used to convey annual school progress toward district, state and federal goals. The school parent involvement policy will be posted on the school's website.

Parents will receive information on how to access their student's assessment results and be invited to speak with school personnel regarding the state CAASP results.

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy.

3. Buckeye School will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and

- how to work with educators.

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Parent education training regarding how to support key grade level standards at home will be offered to parents.

Information about how to help students at home with homework and other curriculum related activities will be offered to families at the annual Back to School Night and in the school newsletter, as well as in parent-teacher conferences.

School expectations and course content will be provided to parents at the annual Back to School Night.

5. Buckeye Elementary will, with the assistance of the district and parents, educate its teachers, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Staff will receive training in how to reach out to parents in ways that establish trust and rapport and build strong partnership aimed at student success.

Connect Ed will be used to inform parents of important school information.

Schools will provide a weekly bulletins to parents.

Parent involvement information will be posted on the school website.

6. The school will coordinate and integrate parental involvement programs and activities with Head Start, public preschool and other programs, and other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Information will be readily available on the school website.

7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand:

The following documents are translated for parents:

English Language Proficiency Assessments for California (ELPAC)

California Assessment of Student Performance and Progress (CAASP) Results

Uniform Complaint Procedures

Enrollment Options Letter

## Home Language Survey

Additionally, translation services are available by phone or for additional documents. Translators will be made available for school site needs, whenever possible.

## ACCESSIBILITY

Buckeye Elementary School will build the school's and parent's capacity for strong parental involvement, provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

## ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the agenda and minutes of the Title I Parent Meeting on Aug. 29, 2019.

This policy was adopted by Buckeye Elementary School on Aug. 29, 2019 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before Aug. 29, 2019. It will be made available to the local community on or before Aug. 29, 2019. Buckeye Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

---

Principal

## Funding

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

Title I and Title III are the only categorical funds that apply.

## Fiscal support (EPC)

Buckeye School receives Title I funding. Buckeye School does receive LCFF Supplemental Grant funding. District funding is provided for our Intervention and ELD support teachers, Literacy Coach, Math Intervention and substitute days for LCF participation.

# 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**

This plan will be presented and reviewed with the members of the School Site Council. Additionally, progress on goals and proposed goals will be reviewed with members of the ELAC, PTC, and at our

Title I meeting. Updates to the plan will be considered at each meeting as input is gathered from stakeholders regarding the proposed goals and progress related to the goals.

## Resource Inequities

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.6%	1.31%	1.92%	2	5	7
African American	%	0.78%	0.55%		3	2
Asian	0.3%	0.52%	0.55%	1	2	2
Filipino	%	%	%			
Hispanic/Latino	18.3%	21.93%	20.82%	66	84	76
Pacific Islander	0.6%	0.52%	0.27%	2	2	1
White	74.8%	69.19%	71.23%	270	265	260
Multiple/No Response	0.3%	0.26%	%	1	1	
Total Enrollment				361	383	365

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	53	76	67
Grade 1	61	54	69
Grade 2	65	66	49
Grade3	64	61	59
Grade 4	69	60	58
Grade 5	49	66	63
Total Enrollment	361	383	365

### Conclusions based on this data:

1. The Latinx subgroup is significant consisting of over 20% of our school's population.
2. For the past three years we have had three kindergarten classes.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	23	30	28	6.4%	7.8%	7.7%
Fluent English Proficient (FEP)	11	11	9	3.0%	2.9%	2.5%
Reclassified Fluent English Proficient	4	3	1	12.5%	13.0%	3.3%

### Conclusions based on this data:

1. Only one student has become RFEP last year.

# 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	56	60	57	55	58	57	55	58	57	98.2	96.7	100
Grade 4	70	60	55	70	58	55	70	58	55	100	96.7	100
Grade 5	46	65	62	45	65	60	45	65	61	97.8	100	96.8
All	172	185	174	170	181	172	170	181	173	98.8	97.8	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2463.	2428.	2437.	43.64	27.59	26.32	21.82	24.14	29.82	20.00	18.97	21.05	14.55	29.31	22.81
Grade 4	2466.	2488.	2486.	20.00	34.48	40.00	34.29	29.31	18.18	21.43	12.07	18.18	24.29	24.14	23.64
Grade 5	2514.	2507.	2521.	24.44	20.00	23.33	31.11	36.92	40.00	20.00	20.00	21.67	24.44	23.08	15.00
All Grades	N/A	N/A	N/A	28.82	27.07	29.65	29.41	30.39	29.65	20.59	17.13	20.35	21.18	25.41	20.35

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	38.18	29.31	24.56	34.55	48.28	56.14	27.27	22.41	19.30
Grade 4	21.43	32.76	41.82	58.57	48.28	38.18	20.00	18.97	20.00
Grade 5	37.78	32.31	31.67	37.78	41.54	50.00	24.44	26.15	18.33
All Grades	31.18	31.49	32.56	45.29	45.86	48.26	23.53	22.65	19.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.64	18.97	19.30	43.64	43.10	57.89	12.73	37.93	22.81
Grade 4	17.14	27.59	27.27	55.71	50.00	45.45	27.14	22.41	27.27
Grade 5	26.67	21.54	20.00	51.11	56.92	63.33	22.22	21.54	16.67
All Grades	28.24	22.65	22.09	50.59	50.28	55.81	21.18	27.07	22.09



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.00	27.59	26.32	52.73	55.17	63.16	7.27	17.24	10.53
Grade 4	15.71	25.86	29.09	74.29	68.97	61.82	10.00	5.17	9.09
Grade 5	24.44	20.00	13.33	55.56	61.54	71.67	20.00	18.46	15.00
All Grades	25.88	24.31	22.67	62.35	61.88	65.70	11.76	13.81	11.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.64	25.86	29.82	40.00	41.38	50.88	16.36	32.76	19.30
Grade 4	22.86	29.31	21.82	55.71	53.45	58.18	21.43	17.24	20.00
Grade 5	26.67	33.85	38.33	51.11	43.08	43.33	22.22	23.08	18.33
All Grades	30.59	29.83	30.23	49.41	45.86	50.58	20.00	24.31	19.19

**Conclusions based on this data:**

1. In 2018-2019, 60% of our students met or exceeded the standards in English Language Arts compared to 2018-2019 when 57% of our students met or exceeded the standards in English Language Arts.
2. The percentage of student not meeting standard in ELA decreased in across all grade level in 2018-19.
3. The percentage of students Above or Near standard increased in both the Reading and Writing Claims from 2017-18 to 2018-19.

# 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	56	60	57	55	58	57	54	57	57	98.2	96.7	100
Grade 4	70	60	55	70	58	55	70	58	55	100	96.7	100
Grade 5	46	65	62	45	65	60	45	65	61	97.8	100	96.8
All	172	185	174	170	181	172	169	180	173	98.8	97.8	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2443.	2451.	2442.	20.37	26.32	19.30	38.89	36.84	35.09	22.22	14.04	24.56	18.52	22.81	21.05
Grade 4	2486.	2491.	2493.	14.29	18.97	27.27	40.00	43.10	25.45	32.86	20.69	32.73	12.86	17.24	14.55
Grade 5	2522.	2517.	2508.	24.44	23.08	16.67	26.67	21.54	23.33	26.67	33.85	40.00	22.22	21.54	20.00
All Grades	N/A	N/A	N/A	18.93	22.78	20.93	36.09	33.33	27.91	27.81	23.33	32.56	17.16	20.56	18.60

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	46.30	49.12	33.33	25.93	24.56	42.11	27.78	26.32	24.56
Grade 4	31.43	36.21	38.18	40.00	39.66	25.45	28.57	24.14	36.36
Grade 5	35.56	35.38	28.33	33.33	29.23	33.33	31.11	35.38	38.33
All Grades	37.28	40.00	33.14	33.73	31.11	33.72	28.99	28.89	33.14

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.48	33.33	26.32	46.30	40.35	52.63	22.22	26.32	21.05
Grade 4	22.86	22.41	30.91	57.14	60.34	50.91	20.00	17.24	18.18
Grade 5	20.00	20.00	16.67	55.56	50.77	60.00	24.44	29.23	23.33
All Grades	24.85	25.00	24.42	53.25	50.56	54.65	21.89	24.44	20.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	37.04	28.07	24.56	40.74	52.63	56.14	22.22	19.30	19.30
<b>Grade 4</b>	28.57	31.03	30.91	50.00	48.28	45.45	21.43	20.69	23.64
<b>Grade 5</b>	26.67	20.00	23.33	51.11	56.92	46.67	22.22	23.08	30.00
<b>All Grades</b>	30.77	26.11	26.16	47.34	52.78	49.42	21.89	21.11	24.42

**Conclusions based on this data:**

1. In 2018-2019, 49% of our students met or exceeded the standards in Mathematics compared to 2017-2018 when 55% of our students met or exceeded the standards in Mathematics.
2. The Concept and Procedures Claim saw an overall decrease from 70% of students scoring above or near standard in 2017-18 to 67% of students above or near standard in 2018-19.
3. All three grade levels saw a significant decrease in the percentage of students meeting standard on the math portion of the SBA (3rd grade decreased 8%, 4th grade decreased 7%, and 5th grade decreased 6%).

# 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
Grade K	*		*		*		*	
Grade 1	*		*		*		*	
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
All Grades							31	

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
All Grades	*		35.48		*		*		31	

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
All Grades	35.48		41.94		*		*		31	

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
All Grades	*		*		*		*		31	

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	
All Grades	54.84		41.94		*		31		

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
All Grades	*		64.52		*		31	

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
All Grades	*		58.06		*		31	

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
All Grades	*		48.39		*		31	

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
383	51.4%	7.8%	0.8%
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	30	7.8%
Foster Youth	3	0.8%
Homeless	8	2.1%
Socioeconomically Disadvantaged	197	51.4%
Students with Disabilities	55	14.4%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.8%
American Indian	5	1.3%
Asian	2	0.5%
Hispanic	84	21.9%
Two or More Races	21	5.5%
Pacific Islander	2	0.5%
White	265	69.2%

### Conclusions based on this data:

1. Our SED is one of our most significant subgroups.
2. Our Latinx student group is a significant subgroup.
3. Our Students with Disabilities is significant subgroup.

# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

**Conclusions based on this data:**

1. We have made improvements in ELA according to this year's data.
2. We have declined in Math according to this year's data.
3. We have made improvements addressing Chronic Absenteeism according to this year's data.

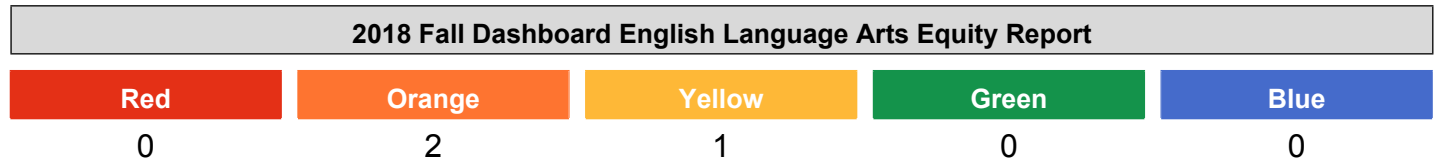
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 6.3 points above standard Declined -3.3 points 176 students	<b>English Learners</b>  No Performance Color 29.1 points below standard 15 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>Socioeconomically Disadvantaged</b>  Orange 18.4 points below standard Maintained -1.8 points 86 students	<b>Students with Disabilities</b>  Orange 58.5 points below standard Maintained -1.9 points 34 students



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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  No Performance Color 4.2 points below standard Increased 4.7 points 28 students	<b>Two or More Races</b>  No Performance Color 7.6 points above standard Declined -31 points 11 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Yellow 9.3 points above standard Maintained -0.7 points 130 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

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 7 students	<b>English Only</b> 8.6 points above standard Maintained -0.5 points 158 students
--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

#### Conclusions based on this data:

- Overall, our ELA data shows that we are still 6.3 points above standard despite a 3.3 point decrease.
- Our SED and SWD subgroups are still both in orange status even though we maintained the same relative scaled score from the previous test year.
- The White subgroup maintained the same status as the previous year and is 8.6 points above standard.

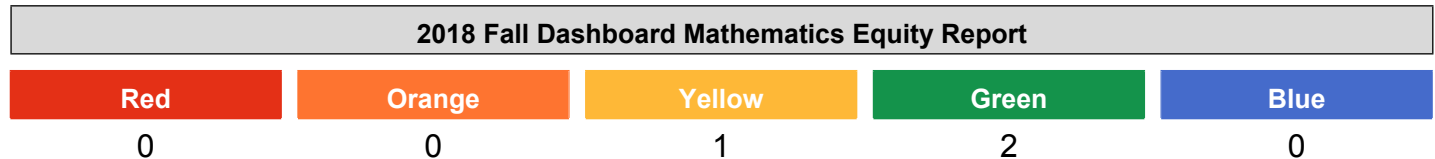
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 3.2 points above standard Increased 4.6 points 176 students	<b>English Learners</b>  No Performance Color 34.7 points below standard 15 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>Socioeconomically Disadvantaged</b>  Green 18.2 points below standard Increased 6.8 points 86 students	<b>Students with Disabilities</b>  Yellow 42.4 points below standard Increased 17 points 34 students

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  No Performance Color 7.5 points below standard Increased <del>20 points</del> 28 students	<b>Two or More Races</b>  No Performance Color 3.9 points above standard Increased 5.9 points 11 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Green 7.2 points above standard Increased 3.6 points 130 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

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 7 students	<b>English Only</b> 7.3 points above standard Increased 7 points 158 students
--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------

#### Conclusions based on this data:

1. According to the Fall 2018 Dashboard, we have achieved Green status overall in math.
2. According to the Fall 2018 Dashboard, our SED subgroup is in Green status in math.
3. According to the Fall 2018 Dashboard, our SWD increased 17 scaled score points in math.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
31	29%	35.5%	25.8%	9.7%

### Conclusions based on this data:

1. The majority of our EL students are level 3.
2. We have 29% of our 31 EL students at level 4.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. No data for K-5.

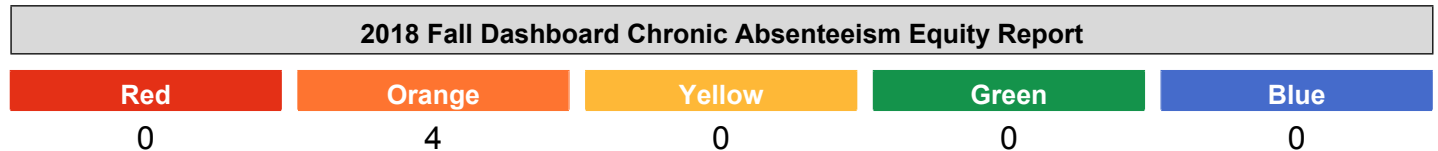
# School and Student Performance Data

## 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		
<b>All Students</b>  Red 12.1% chronically absent Increased 3.1% 389 students	<b>English Learners</b>  No Performance Color 20.6% chronically absent Increased 3.9% 34 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<b>Homeless</b>  No Performance Color 18.2% chronically absent Declined 8.5% 11 students	<b>Socioeconomically Disadvantaged</b>  Orange 11.8% chronically absent Increased 1.1% 204 students	<b>Students with Disabilities</b>  Orange 19.2% chronically absent Increased 3.5% 73 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Hispanic</b>  Orange 12.9% chronically absent Increased 8.5% 85 students	<b>Two or More Races</b>  No Performance Color 13.6% chronically absent Declined 2.4% 22 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Orange 10.7% chronically absent Increased 1.8% 270 students

### Conclusions based on this data:

1. 19.2% of our SWD were chronically absent last year.
2. 20% of our Latinx students were chronically absent last year.
3. 12.1% of all students were chronically absent.

# 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:

1. No K-5 Data.



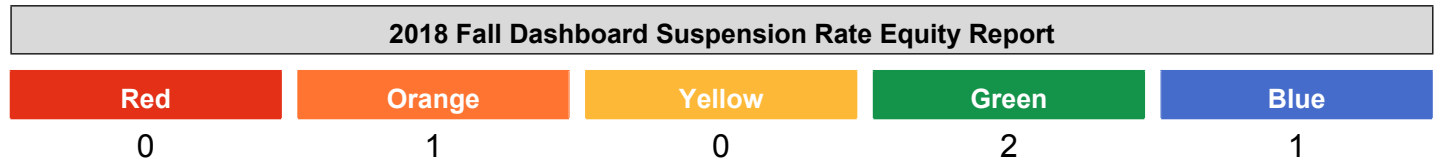
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 1.5% suspended at least once Maintained 0% 396 students	<b>English Learners</b>  No Performance Color 0% suspended at least once Declined -4% 34 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 4 students
<b>Homeless</b>  No Performance Color 7.7% suspended at least once Increased 7.7% 13 students	<b>Socioeconomically Disadvantaged</b>  Green 1.9% suspended at least once Declined -0.4% 208 students	<b>Students with Disabilities</b>  Blue 0% suspended at least once Declined -1.4% 73 students

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

<b>African American</b>  No Performance Color Less than 11 Students - Data 3 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 5 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data 2 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Green 1.2% suspended at least once Declined -3.2% 85 students	<b>Two or More Races</b>  No Performance Color 0% suspended at least once Maintained 0% 24 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 2 students	<b>White</b>  Orange 1.8% suspended at least once Increased 0.8% 275 students

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

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
0.7% suspended at least once	1.6% suspended at least once	1.5% suspended at least once

#### Conclusions based on this data:

1. 1.5% of students were suspended at least once.
2. Homeless students were suspended at a higher percentage than the overall group.

# 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

English Language Arts

## LEA/LCAP Goal

Goal #1: Student Achievement - Maximize the performance of each student in all academic areas-----

## Goal 1

Increase average scale score by 5 points for all students and all significant subgroups as measured by SBA assessment given in May 2020.

## Identified Need

To continue to provide high quality first instruction to all student and identify student needs and provide the level of support necessary to increase achievement in ELA.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBA Results	Overall Score in ELA is 12 above level 3.	Overall score in ELA 17 points or more above level 3.

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

## Strategy/Activity 1

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

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

All Students.

### Strategy/Activity

Provide resources for all teachers so that they may provide a more differentiated learning experience in ELA that will meet the needs of 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)
47000	Title I 1000-1999: Certificated Personnel Salaries Title 1 Coordinator

9900.00	Title I Part A: Allocation 4000-4999: Books And Supplies Use of Lexia Core 5
4000.00	LCFF - Base 4000-4999: Books And Supplies Use of Newsela Pro to provide differentiated reading instruction
1200.00	LCFF - Base 4000-4999: Books And Supplies Use of Learning A-Z
1000.00	LCFF - Base 4000-4999: Books And Supplies Enhance access to classroom libraries across the genres
6500.00	LCFF - Base 1000-1999: Certificated Personnel Salaries Trimester assessment release cost
30786	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Push-In Reading Teacher
102000	Title I 1000-1999: Certificated Personnel Salaries Reading Teacher

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Teachers will work within the Collaboration Protocol around identified targets of 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)

2250

#### Source(s)

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
Release Time for Target Meetings, admin support, and materials.

## Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Reading Intervention Program - Leveled Literacy Intervention (LLI)

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

120000.00

#### Source(s)

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries  
Leveled Literacy Intervention grades 1-5  
including pull out services

1000.00

Title I Part A: Allocation  
4000-4999: Books And Supplies  
Purchase of additional teaching  
curriculum/books

#### Strategy/Activity 4

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

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

2nd and 3rd Grade

#### Strategy/Activity

Books and Beyond Reading Program

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

None Specified  
None Specified  
Coordinating volunteer efforts to provide one  
adult to read with identified students in grades  
2-3

#### Strategy/Activity 5

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

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

All Students

#### Strategy/Activity

Supplemental Supplies and curriculum to support differentiated 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)
5000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Student books, paper, manipulatives for word work
1000.00	Title I Part A: Allocation None Specified Provide parent involvement supplies

## Annual Review

**SPSA Year Reviewed: 2018-19**

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

### ANALYSIS

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

Using a combination of push-in reading support and pull out reading intervention, we will provide students with small group reading instruction four days a week in each of our classes. We will also use online programs such as Lexia Core 5, Raz-Kids, and Newsela to give differentiated opportunities for learning during the students' language arts block.

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

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

# 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

Math

## LEA/LCAP Goal

Goal #1: Student Achievement - Maximize the performance of each student in all academic areas.

## Goal 2

Increase average scale score by 5 points for all students and all significant subgroups in math as measured by SBA assessment given in May 2020.

## Identified Need

To continue to provide high quality first instruction to all student and identify student needs and provide the level of support necessary to increase achievement in Math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBA Results	2 points below level 3 overall.	Increase to 3 points or more above level 3.A

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Math Intervention Push-In program in Grades 3-5 focusing on EL, Foster Youth, and SED 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)
30700	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Push in small group instruction based on student need in grades 3-5

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Supplemental supplies/curriculum to support differentiated 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)

2000

#### Source(s)

LCFF - Base  
4000-4999: Books And Supplies  
Paper, manipulatives, etc.

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

Computer applications to enhance instruction and differentiate learning (ST 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)

16000

#### Source(s)

Library Grant  
None Specified  
Assignments tailored to student needs

## Strategy/Activity 4

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

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

All students.

### Strategy/Activity

.Release Time for Teachers to work on Collaboration Protocol around identified targets of learning in 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)
2250	LCFF - Base 1000-1999: Certificated Personnel Salaries Release time, admin support, and materials.
6500	LCFF - Base 1000-1999: Certificated Personnel Salaries Assessment Days for Teachers

## 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 will use push in math support in grades 3rd-5th to provide additional small group instruction. By having an additional teacher in the classroom, we can provide more targeted instruction and support to all students. We will also utilize the ST Math program to provide differentiated online instruction to students during their independent practice time of math.

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

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

# 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

Suspension Rate

## LEA/LCAP Goal

GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON

## Goal 3

By the end of the 2019-2020 school year, suspension rates will decrease and move into the low status range of the California School Dashboard.

## Identified Need

Suspension rates increased last school year from 1.5% to 2.9% of students suspended

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	2.9% of students were suspended at least one day in 2018-19.	A reduction in the percentage of students suspended.

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Students in grades K-5 will be explicitly taught the school and classroom rules using the PBIS Framework.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)
400.00	LCFF - Base 4000-4999: Books And Supplies

	Posters with the school and classroom expectations will be provided to each classroom
400	LCFF - Base 4000-4999: Books And Supplies PAWS Tickets and Office Referral Orders
500	LCFF - Base 4000-4999: Books And Supplies Prizes for the Weekly Prize Wheel

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Teachers will identify students that have moderate behaviors and create a plan (CICO, SSTs, BIP, etc.)

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

	None Specified None Specified Monitor student behaviors throughout the school year
--	------------------------------------------------------------------------------------------

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

SST will be held if behaviors increase with Tier I support. Implement Tier II support if 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)

	None Specified None Specified Team meeting to develop a more comprehensive plan to support student behaviors
--	--------------------------------------------------------------------------------------------------------------------

**Strategy/Activity 4**  
**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)

Strategy/Activity  
Trauma Informed Practices Professional Development

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

Amount(s)	Source(s)
	None Specified None Specified Staff will learn additional strategies to support behavior management within each classroom setting

**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 team helped develop the foundation of PBIS last school year with implementation beginning at the start of the school year.

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

Further training is required on alternatives to suspension and Tier 2 strategies.

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.

A team of staff members will be attending PBIS Tier 2 training this year as mentioned in Goal #4.

# 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

PBIS Implementation

## LEA/LCAP Goal

GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON

## Goal 4

By the end of the 2019-2020 school year, Buckeye will apply the core features of school-wide positive behavior interventions and supports (PBIS). We will use the Tiered Fidelity Inventory to measure our progress.

## Identified Need

Implementation of the PBIS Framework has begun at Buckeye this year and monitoring and adjusting for a successful Tier 1 supports for all students is a school-wide goal.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	All CA Dashboard Indicators Apply	Reduction in Chronic Absenteeism and Suspension and an increase in Academic Achievement are our expected outcomes.

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

A team from Buckeye will attend professional development training around PBIS from the Placer County Office of Education.

### Proposed Expenditures for this Strategy/Activity

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

1200	LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures Professional Development
1000	LCFF - Base 4000-4999: Books And Supplies Materials for PBIS (Posters, Prizes, etc).
2000	Library Grant 1000-1999: Certificated Personnel Salaries Release Days for PD
	None Specified None Specified Monthly PBIS Team meetings before or after school to review implementation, data, and next steps.

## 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 team at Buckeye met throughout the year to design our foundation for PBIS. We were able to successfully roll it out at the start of the school year.

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

Additional cost for signage was required last year.

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.

By setting up a framework for behavior expectations, we are hoping to see an increase in students feeling safe and welcome at school which will translate to decreased behavior issues and increases in academic performance.

# 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

Pupil Engagement

## LEA/LCAP Goal

GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA

## Goal 5

By the end of the 2019-2020 school year, chronic absenteeism will be reduced from 8.5% of students to 8% or less.

## Identified Need

Currently 8.5% of all students are chronically absent with students with disabilities at 10.8%. A reduction of chronically absent students will be achieved for all subgroups.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	8.5% of all students were chronically absent.	Chronically absenteeism will be reduced to under 8%.

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Students attendance will be monitored on a weekly basis. Contact with parents via phone calls, emails, and meetings will occur based on patterns of attendance. Parents will be informed via emails and newsletters about the importance of attendance. Students who are at risk of being chronically absent may be sent SARB letters and enter the SARB process.

### Proposed Expenditures for this Strategy/Activity

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

None Specified

	None Specified Monitor ESchool Data on Attendance
	None Specified None Specified Send SARB Letters
	None Specified None Specified Contact families that are at risk of chronic absenteeism.
	None Specified None Specified Meet with students/families that are at risk of chronic absenteeism.

## 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 saw a significant decrease in chronic absenteeism from over 12% to 8.5%.

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

Contact with families about the importance of attendance and increased monitoring lead to more conversations around attendance.

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.

Attendance will continue to be a focus area and new strategies to connect with students will be implemented to increase attendance.



# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$394,586.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$149,000.00
Title I Part A: Allocation	\$136,900.00

Subtotal of additional federal funds included for this school: \$285,900.00

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$29,200.00
LCFF - Supplemental	\$61,486.00
Library Grant	\$18,000.00

Subtotal of state or local funds included for this school: \$108,686.00

Total of federal, state, and/or local funds for this school: \$394,586.00

# 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
LCFF - Base	90835.00	61,635.00
Title I Part A: Allocation	385748.00	248,848.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	29,200.00
LCFF - Supplemental	61,486.00
Library Grant	18,000.00
Title I	149,000.00
Title I Part A: Allocation	136,900.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	229,986.00
2000-2999: Classified Personnel Salaries	120,000.00
4000-4999: Books And Supplies	26,400.00
5800: Professional/Consulting Services And Operating Expenditures	1,200.00
None Specified	17,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	17,500.00
4000-4999: Books And Supplies	LCFF - Base	10,500.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	61,486.00
1000-1999: Certificated Personnel Salaries	Library Grant	2,000.00
None Specified	Library Grant	16,000.00
1000-1999: Certificated Personnel Salaries	Title I	149,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	120,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	15,900.00
None Specified	Title I Part A: Allocation	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	331,636.00
Goal 2	57,450.00
Goal 3	1,300.00
Goal 4	4,200.00

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Kevin Cadden	Principal
Kelly Holmstrom	Parent or Community Member
Minda Bila	Parent or Community Member
Krystle Stake	Parent or Community Member
Shelley Snyder	Classroom Teacher
Elizabeth Stedeford	Other School Staff
Lisa Culver	Other School Staff

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
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 11/26/18.

Attested:

Principal, Kevin Cadden on
SSC Chairperson, Elizabeth Stedeford on

# 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 as 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/guidanceusesinvestment.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/guidanceusesinvestment.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

## **BUCKEYE UNION SCHOOL DISTRICT**

### **CONSENT AGENDA ITEM #: VIII.3.**

**ACTION:** Ratify the Filing of Notice of Completion for the Blue Oak Elementary School Modernization Project

### **SITUATION:**

On April 5, 2017, the Governing Board approved staff to enter into contractual agreement with Architectural Nexus to develop construction documents for the Blue Oak Modernization Project to submit for DSA and CDE approval. The District received DSA approval on January 17, 2018, and CDE approval on December 5, 2017.

On February 22, 2018, the Governing Board authorized staff to go out to bid for the Blue Oak Modernization Project with an anticipated bid date of March 8, 2018. The bid date was postponed and the actual bid date was March 13, 2018. Four bids were received on March 13, 2018, and D.G. Granade, Inc. was found to be the lowest responsible and responsive bidder.

On March 21, 2018, the Board authorized the award of the contract for the Blue Oak Elementary School Modernization Project. Upon receipt of this authorization, the project was awarded to lowest responsive and responsible bidder, D.G. Granade, in the amount of \$6,407,000.00.

The scope of work for the Blue Oak Elementary School Modernization included, but was not limited to, the following: ADA/accessibility related improvements, roofing replacement, HVAC replacement, lighting replacement, exterior and interior painting, cabinet replacement/resurfacing, flooring replacement, wall covering replacement, hardcourt replacement and restriping, and misc. site work to correct drainage issues.

Work on this project was substantially completed on October 8, 2019.

### **PLAN:**

To have the Board ratify the filing of the Notice of Completion for the Blue Oak Elementary School Modernization Project.

### **FISCAL IMPACT:**

\$7,887,091.27 (including change orders and facility hardship). Funding will come from Fund 35.

### **SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent recommends that the Board ratify the filing of the Notice of Completion for the Blue Oak Elementary School Modernization Project.

**NO FEE REQUIRED**

For the benefit of Buckeye Union School District  
California Education Code Section 27383

Recording requested by & when recorded mail to:  
Brian McCahon, Director of Facilities  
Buckeye Union School District  
P.O. Box 4768  
El Dorado Hills, CA 95762

**NOTICE OF COMPLETION**

Notice pursuant to Civil Code Section 9204, must be filed within 15 days after completion.

Notice is hereby given that:

- 1.) The undersigned is owner or corporate officer of the owner if the interest or estate stated below in the property hereinafter described:
- 2.) The full name of the owner is Buckeye Union School District.
- 3.) The full address of the owner is 5049 Robert J Mathews Parkway, El Dorado Hills, CA 95762.
- 4.) The nature of interest or estate of the owner is: IN FEE.
- 5.) A work of improvement on the property hereinafter described was substantially completed on October 8, 2019. The work done was Blue Oak Elementary School Modernization Project - Job No. 17062.
- 6.) The name of the contractor(s), if any, for such work of improvement was: D.G. Granade, Inc. – 4420 Business Drive, Shingle Springs, CA 95682 – Date of Contract: April 9, 2018.
- 7.) The property on which said work of improvement was completed is in the City of Cameron Park, County of El Dorado, State of California, and is described and the address is as follows: Blue Oak Elementary School, 2391 Merrychase Drive, Cameron Park, CA 95682 – DSA No. 02-116232.

Date: November 20, 2019

\_\_\_\_\_  
Brian McCahon, Director of Facilities  
Buckeye Union School District

**VERIFICATION**

I, the undersigned say: I am the Director of Facilities the declarant of the foregoing notice of completion. I have read said notice of completion and know the contents thereof: the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on: November 20, 2019 at El Dorado Hills.

\_\_\_\_\_  
Brian McCahon, Director of Facilities  
Buckeye Union School District



**IV. LEAVE OF ABSENCE REQUEST**

**A.     Certificated**  
None

**B.     Classified**  
None

**V. RESIGNATION/RETIREMENT**

**A.     Certificated/Administrative**  
None

**B.     Classified**

Susan Fisher

-Lead Cafeteria Assistant at Camerado Springs  
Middle School  
-Effective December 30, 2019

Craig Lee

-Cafeteria Assistant and Playground Monitor at  
William Brooks Elementary School  
-Effective December 20, 2019

## RECEIPT OF DONATION

Oak Meadow Elementary School  
7701 Silva Valley Parkway  
El Dorado Hills, CA 95762

Name of Donor: Sizzling Fresh Mongolian BBQ  
Street Address: 2023 Vine St. Ste 101  
City, State & Zip: El Dorado Hills, CA 95762  
Telephone: 858-525-2872

Description of the Donation: (if cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number)

Check #1463  
\_\_\_\_\_  
\_\_\_\_\_

Donor's estimate of value: \$1000<sup>00</sup>

Purpose of the donation – if the donation is for a club or organization, indicate the name of the club or organization. Retain this form as a record of the donation.

Adopt-a-Class

If the donation is for the district, either for the use of the school or for another district program, forward the cash, check, or other item to the district business office with this form. Explain below whether the donation is for the school site or a specific district program.

Received at: Oak Meadow

Received by (principal or other administrator): Administrator

Signature: Shirley Cheshnut

Date: 10/30/19

## RECEIPT OF DONATION

Oak Meadow Elementary School  
7701 Silva Valley Parkway  
El Dorado Hills, CA 95762

Name of Donor: Radia Khan  
Street Address: 1127 Bevinger Dr  
City, State & Zip: El Dorado Hills, CA 95762  
Telephone: 916-465-5464

Description of the Donation: (if cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number)

Cash for Adopt-a-Class  
\_\_\_\_\_  
\_\_\_\_\_

Donor's estimate of value: \$4100<sup>00</sup>

Purpose of the donation – if the donation is for a club or organization, indicate the name of the club or organization. Retain this form as a record of the donation.

Adopt-a-Class  
\_\_\_\_\_

If the donation is for the district, either for the use of the school or for another district program, forward the cash, check, or other item to the district business office with this form. Explain below whether the donation is for the school site or a specific district program.

Received at: Oak Meadow  
\_\_\_\_\_

Received by (principal or other administrator): Administrator  
\_\_\_\_\_

Signature: Shirley Thresh  
\_\_\_\_\_

Date: 10/30/19

## RECEIPT OF DONATION

Oak Meadow Elementary School  
7701 Silva Valley Parkway  
El Dorado Hills, CA 95762

Name of Donor: Anandi Raman Creatn  
Street Address: 5361 Brentford Way  
City, State & Zip: El Dorado Hills, CA 95762  
Telephone: 425-214-4524

Description of the Donation: (if cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number)

check # 5721  
\_\_\_\_\_  
\_\_\_\_\_

Donor's estimate of value: 300<sup>00</sup>

Purpose of the donation – if the donation is for a club or organization, indicate the name of the club or organization. Retain this form as a record of the donation.

Adopt-a-Class

If the donation is for the district, either for the use of the school or for another district program, forward the cash, check, or other item to the district business office with this form. Explain below whether the donation is for the school site or a specific district program.

Received at: Oak Meadow

Received by (principal or other administrator): Administrator

Signature: Shirley Christensen Date: 10/31/19



## **BUCKEYE UNION SCHOOL DISTRICT**

### **AGENDA ITEM #: IX.1.**

#### **SITUATION:**

Buckeye Elementary is seeking board approval to reclassify our current Targeted Title 1 Program to a Schoolwide Title 1 Program. Title 1 schools qualify as a Schoolwide Program when they have a socio-economically disadvantaged student population of 40% or greater. Buckeye's population has been over 40% for several years now.

We have completed the required Comprehensive Needs Assessment for all Buckeye Elementary students and have presented the information to our school site council. The site council has approved the proposal. The final step for approval comes from our school board. If the board approves the proposal then that date will be reported to the state.

#### **PLAN:**

To improve the academic achievement of all Buckeye students, especially those from economically disadvantaged families, the district shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist all students in attaining proficiency on state academic standards and assessments.

#### **FISCAL IMPACT:**

There is no fiscal impact.

#### **SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent recommends that the Board Approved Buckeye Elementary School becoming a Schoolwide Title 1 School.



# **BUCKEYE UNION SD**

## **Administrative Regulation**

### **Access To District Records**

AR 1340

#### **Community Relations**

##### Definitions

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 6252)

(cf. 3580 - District Records)

(cf. 9012 - Board Member Electronic Communications)

Writing means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of such membership, agency, office, or employment. (Government Code 6252)

##### Public Records

Public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

2. Statistical compilations

3. Reports and memoranda

4. Notices and bulletins

5. Minutes of public meetings (Education Code 35145)

(cf. 9324 - Minutes and Recordings)

6. Meeting agendas (Government Code 54957.5)

(cf. 9322 - Agenda/Meeting Materials)

7. Official communications between the district and other government agencies

8. District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law

(cf. 0400 - Comprehensive Plans)

(cf. 0420 - School Plans/Site Councils)

(cf. 0440 - District Technology Plan)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3543 - Transportation Safety and Emergencies)

(cf. 7110 - Facilities Master Plan)

9. Initial proposals of exclusive employee representatives and of the district (Government Code 3547)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

10. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 6254, 6254.25)

(cf. 3320 - Claims and Actions Against the District)

11. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

(cf. 9270 - Conflict of Interest)

12. Documents containing names, salaries, and pension benefits of district employees

13. Employment contracts and settlement agreements (Government Code 53262)

(cf. 2121 - Superintendent's Contract)

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

(cf. 4141/4241 - Collective Bargaining Agreement)

14. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Access to public records of the district shall be granted to Governing Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 6252.5, 6252.7)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 6254.29, 6254.3)

#### Confidential Public Records

Unless otherwise authorized or required by law, information regarding an individual's citizenship or immigration status or religious beliefs, practices, or affiliation shall not be disclosed to federal government authorities. (Education Code 234.7; Government Code 8310.3)

(cf. 5145.13 - Response to Immigration Enforcement)

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, and interagency or intradistrict memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 6254, 6254.25)

3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

(cf. 4112.5/4212.5/4312.5) - Criminal Record Check)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees may only be disclosed as follows: (Government Code 6254.3)

- a. To an agent or a family member of the employee
- b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties
- c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, except that the home address and any telephone number for an employee who performs law enforcement-related functions, or the birth date of any employee, shall not be disclosed

Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, or birth date, and the district shall remove this information from any mailing list of the district except a list used exclusively to contact the employee.

(cf. 4140/4240/4340 - Bargaining Units)

- d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

(cf. 4154/4254/4354 - Health and Welfare Benefits)

4. Student records, except directory information and other records to the extent permitted under the law, when disclosure is authorized by law

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

5. Test questions, scoring keys, and other examination data except as provided by law (Government Code 6254)

(cf. 6162.51 - State Academic Achievement Tests)

6. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

7. Information required from any taxpayer in connection with the collection of local taxes

that is received in confidence and the disclosure of the information to other persons would result in an unfair competitive disadvantage to the person supplying the information (Government Code 6254)

8. Library circulation and patron use records of a borrower or patron including, but not limited to, name, address, telephone number, email address, borrowing information, or use of library information resources, except when disclosure is to persons acting within the scope of their duties in the administration of the library, to persons authorized in writing by the individual to whom the records pertain, or by court order (Government Code 6254, 6267)

(cf. 6163.1 - Library Media Centers)

9. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

(cf. 9124 - Attorney)

10. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

11. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 6253.5)

(cf. 9223 - Filling Vacancies)

12. Minutes of Board meetings held in closed session (Government Code 54957.2)

(cf. 9321 - Closed Session Purposes and Agendas)

13. Computer software developed by the district (Government Code 6254.9)

14. Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code 6254.19)

15. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

(cf. 5141.6 - School Health Services)

16. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

17. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

#### Inspection of Records and Requests for Copies

Any person may request a copy or inspection of any district record that is open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of the determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request
3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request
4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records shall be open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)



Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Superintendent or designee.

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 6253)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.
2. The request would require data compilation, extraction, or programming to produce the record.

#### Assistance in Identifying Requested Records

If the Superintendent or designee denies a request for disclosable records, the requester shall be assisted in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the

information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

(11/11 12/16) 3/19  
BUCKEYE UNION SCHOOL DISTRICT  
APPROVED:

EL DORADO HILLS, CA

# **BUCKEYE UNION SD**

## **Administrative Regulation**

### **Recovery For Property Loss Or Damage**

AR 3515.4

#### **Business and Noninstructional Operations**

District employees shall report any damage to or loss of school property to the Superintendent or designee immediately after such damage or loss is discovered.

(cf. 3530 - Risk Management/Insurance)

(cf. 5131.5 - Vandalism and Graffiti)

The Superintendent or designee shall conduct a complete investigation of any instance of damage to or loss of school property and shall consult law enforcement officials when appropriate.

(cf. 3515.3 - District Police/Security Department)

When the individual causing the damage or loss has been identified and the costs of repair, replacement, or cleanup determined, the Superintendent or designee shall take all practical and reasonable steps to recover the district's costs and shall consult with the district's legal counsel and/or insurance carrier, as appropriate.

Such steps may include the filing of a civil complaint in a court of competent jurisdiction to recover damages from the responsible person and, if the responsible person is a minor, from the parent/guardian in accordance with law. Damages may include the cost of repair or replacement of the property, the payment of any reward, interest, court costs, and all other damages as provided by law.

If the responsible person is a minor student of the district and the student's parents/guardians are unable to pay for the damages or to return the property, the district shall offer a program of voluntary work for the student in lieu of the payment of monetary damages. The district may offer any other student or former student, with parent/guardian permission, the option to provide service, work, or other alternative, nonmonetary forms of compensation to settle the debt owed as a result of property loss or damage. Service or work exchanged for repayment of a debt shall comply with all provisions of the Labor Code related to youth employment. (Education Code 48904, 49014)

The Superintendent or designee may withhold the student's grades, diploma, and/or transcripts until the student's parents/guardians have paid for the damages or the voluntary work has been completed. Prior to withholding a student's grades, diploma, or transcripts, due process shall be afforded the student in accordance with law. (Education Code 48904)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

In addition, the Superintendent or designee shall initiate appropriate disciplinary procedures against the student.

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(10/97 7/09) 3/19  
BUCKEYE UNION SCHOOL DISTRICT  
APPROVED:

ELDORADO HILLS, CA

# **BUCKEYE UNION SD**

## **Administrative Regulation**

### **Personal Illness/Injury Leave**

AR 4161.1 4361.1

#### **Personnel**

Certificated employees employed five school days per week are entitled to 10 days' leave of absence with full pay for personal illness or injury (sick leave) per school year of service. Employees who work less than five school days per week (part-time employees) shall be granted sick leave in proportion to the time they work. However, any part-time employees who are entitled to less than three days of paid sick leave per year due to the amount of time worked shall be granted sick leave pursuant to Labor Code 246, if they are eligible. (Education Code 44978; Labor Code 245-249)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)

#### **Use of Sick Leave**

Certificated employees may use sick leave for absences due to:

1. Accident or illness, whether or not the absence arises out of and in the course of employment; quarantine which results from contact in the course of employment with other persons having a contagious disease; or temporary inability to perform assigned duties because of illness, accident, or quarantine (Education Code 44964)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

2. Pregnancy, miscarriage, childbirth, and related recovery (Education Code 44965, 44978)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

3. Personal necessity (Education Code 44981)

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

4. Medical and dental appointments, in increments of not less than one hour

5. Industrial accidents or illnesses when leave granted specifically for that purpose has been exhausted (Education Code 44984)

(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)

6. Need of the employee to bond with a child within one year of the child's birth, adoption, or foster care placement (parental leave) (Education Code 44977.5; Government Code 12945.2, 12945.6; 29 USC 2612; 29 CFR 825.112)

7. Need of the employee or employee's family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care (Labor Code 233, 246.5)

8. Need of the employee to seek or obtain any relief or medical attention specified in Labor Code 230(c) and/or 230.1(a) for the health, safety, or welfare of the employee or the employee's child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 233, 246.5)

For the purposes specified in items #7-8, an employee may use, in any calendar year, the amount of sick leave that would be accrued during six months at the employee's then current rate of entitlement. (Labor Code 233)

An employee may take sick leave at any time during the school year, even if credit for sick leave has not yet been accrued. (Education Code 44978)

An employee shall reimburse the district for any unearned sick leave used as of the date of termination.

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 44978)

#### Additional Leave for Disabled Military Veterans

In addition to any other entitlement for sick leave with pay, a certificated employee who is a former active duty member of the U.S. Armed Forces or a former or current member of the California National Guard or a federal reserve component shall be entitled to sick leave with pay of up to 10 days for the purpose of undergoing medical treatment, including mental health treatment, for a military service-connected disability rated at 30 percent or more by the U.S. Department of Veterans Affairs. An eligible employee who works less than five days per week shall be entitled to such leave in proportion to the time worked. (Education Code 44978.2)

The amount of leave shall be credited to the employee either on the date the employee receives confirmation of the submission of the disability application to the U.S. Department of Veterans Affairs or on the first day the employee begins or returns to employment after active duty, whichever is later. When the employee receives the disability rating decision, the employee shall report that information to the Superintendent or designee. If the disability rating decision makes the employee eligible for the leave, the time used before the decision shall be counted toward the 10-day maximum leave. If the disability rating decision makes the employee ineligible for the leave, the district may change the sick leave time used before the disability rating decision to an alternative leave balance. (Education Code 44978.2)

The Superintendent or designee may require verification, in accordance with the section "Verification Requirements" below, that the employee used the leave to obtain treatment of a military service-connected disability.

Leave for military-service connected disability shall be available for 12 months following the first date that the leave was credited. Leave not used during the 12-month period shall not be carried over and shall be forfeited. (Education Code 44978.2)

#### Notification of Absence

An employee shall notify the district of the need to be absent as soon as such need is known, so that substitute services may be secured. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than three o'clock in the afternoon of the day preceding the day on which the employee intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

(cf. 4121 - Temporary/Substitute Personnel)

#### Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

##### OPTION 1:

During each school year, when a certificated employee has exhausted all available sick leave, including all accumulated sick leave, and, due to illness or accident, continues to be absent for an additional period of up to five school months, the district shall deduct from the employee's regular salary for that period the actual cost of a substitute to fill the position. If the district has made every reasonable effort to secure the services of a substitute and has been unable to do so, the amount that would have been paid to a substitute shall be deducted from the employee's salary. (Education Code 44977)

An employee shall not be provided more than one five-month period per illness or accident. However, if the school year ends before the five-month period is exhausted, the employee may take the balance of the five-month period in a subsequent school year. (Education Code 44977)

If a certificated employee is not medically able to return to work after the five-month period provided pursuant to Education Code 44977, the employee shall be placed either in another position or on a reemployment list. Placement on the reemployment list shall be for 24 months for probationary employees or 39 months for permanent employees and shall begin at the expiration of the five-month period. If during this time the employee becomes medically able, the employee shall be returned to employment in a position for which the employee is credentialed and qualified. (Education Code 44978.1)

(cf. 4116 - Probationary/Permanent Status)

## Parental Leave

During each school year, a certificated employee may use all available sick leave, including accumulated sick leave, for the purpose of parental leave for a period of up to 12 work weeks. The 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of such parental leave. (Education Code 44977.5)

Eligibility for such leave shall not require 1,250 hours of service with the district during the previous 12 months. (Education Code 44977.5)

An employee who has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of parental leave shall receive differential pay of at least 50 percent of the employee's regular salary for the remainder of the 12 work weeks. (Education Code 44977.5)

Parental leave taken pursuant to Education Code 44977.5 shall run concurrently with the parental leave taken pursuant to Government Code 12945.2 or 12945.6, and the aggregate amount of parental leave shall not exceed 12 work weeks in a 12-month period. (Education Code 44977.5; Government Code 12945.2, 12945.6)

## Verification Requirements

After any absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed district absence form to the employee's immediate supervisor.

The Superintendent or designee may require verification whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever available evidence clearly indicates that an absence is not related to illness or injury.

In addition, the Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the employee's need for further leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny further leave.

Any district request for additional verification by an employee's physician or a district-selected physician shall be in writing and shall specify that the report to be submitted to the district should not contain the employee's genetic information. Any genetic information received by the district on behalf of an employee shall be treated as a confidential medical record, maintained in a file separate from the employee's personnel file, and not be disclosed except in accordance with 29 CFR 1635.9.

Before returning to work, an employee who has been absent for surgery, hospitalization, or



extended medical treatment may be asked to submit a letter from a physician stating that the employee is able to return to duty and stipulating any necessary restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

#### Healthy Workplaces, Healthy Families Act Requirements

No employee shall be denied the right to use accrued sick days, and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:
  - a. That an employee is entitled to accrue, request, and use paid sick days
  - b. The number of sick days provided by Labor Code 245-249
  - c. The terms of use of paid sick days
  - d. That discrimination or retaliation against an employee for requesting and/or using sick leave is prohibited by law and that an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against the employee
2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request
3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

4. Keep a record documenting the hours worked and paid sick days accrued and used by each eligible employee for three years

#### Legal Reference:

##### EDUCATION CODE

44964 Power to grant leave of absence in case of illness, accident, or quarantine

44965 Granting of leaves of absence for pregnancy and childbirth  
44976 Transfer of leave rights when school is transferred to another district  
44977 Salary deduction during absence from duties up to five months after sick leave is exhausted  
44977.5 Differential pay during parental leave up to 12 weeks after sick leave is exhausted  
44978 Provisions for sick leave of certificated employees  
44978.1 Inability to return to duty; placement in another position or on reemployment list  
44978.2 Leave for military service connected disability  
44979 Transfer of accumulated sick leave to another district  
44980 Transfer of accumulated sick leave to a county office of education  
44981 Leave of absence for personal necessity  
44983 Exception to sick leave when district adopts specific rule  
44984 Industrial accident or illness  
44986 Leave of absence for disability allowance applicant

#### GOVERNMENT CODE

12945.1-12945.2 California Family Rights Act

12945.6 Parental leave

#### LABOR CODE

220 Sections inapplicable to public employees

230 Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off

230.1 Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off

233 Illness of child, parent, spouse or domestic partner

234 Absence control policy

245-249 Healthy Workplaces, Healthy Families Act of 2014

#### CODE OF REGULATIONS, TITLE 5

5601 Transfer of accumulated sick leave

#### UNITED STATES CODE, TITLE 29

2601-2654 Family and Medical Leave Act of 1993, as amended

#### UNITED STATES CODE, TITLE 42

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

#### CODE OF FEDERAL REGULATIONS, TITLE 29

825.100-825.702 Family and Medical Leave Act of 1993

1635.1-1635.12 Genetic Information Nondiscrimination Act of 2008

#### COURT DECISIONS

Veguez v. Governing Board of Long Beach Unified School District, (2005) 127 Cal.App.4th 406

(3/17 3/18) 3/19

BUCKEYE UNION SCHOOL DISTRICT  
APPROVED:

ELDORADO HILLS, CA

# **CSBA Sample**

## **Administrative Regulation**

### **Personal Illness/Injury Leave**

AR 4261.1

#### **Personnel**

Classified employees employed five days a week are entitled to 12 days' leave of absence with full pay for personal illness or injury (sick leave) per fiscal year. Employees who work less than a full fiscal year or fewer than five days a week (part-time employees) shall be granted sick leave in proportion to the time they work. However, part-time employees who are entitled to less than 24 hours of paid sick leave per fiscal year due to the amount of time worked shall be granted sick leave pursuant to Labor Code 246, if they are eligible. (Education Code 45191; Labor Code 245-249)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)

#### **Use of Sick Leave**

\*\*\*Note: Items #1-8 below reflect allowable uses of sick leave specified in law. The district may expand this list to include any additional purposes authorized by law, authorized by the district, or included in a bargaining agreement.\*\*\*

A classified employee may use sick leave for absences due to:

1. Accident or illness, whether or not the absence arises out of or in the course of employment, or by quarantine which results from contact in the course of employment with other persons having a contagious disease (Education Code 45199)

2. Pregnancy, childbirth, and recovery (Education Code 45193)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

3. Personal necessity as specified in Education Code 45207

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

\*\*\*Note: Optional item #4 below may be revised to specify a different minimum increment.\*\*\*

4. Medical and dental appointments, in increments of not less than one hour

5. Industrial accident or illness when leave granted specifically for that purpose has been exhausted (Education Code 45192)

(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)

6. Need of an employee to bond with a child within one year of the child's birth, adoption, or foster care placement (parental leave) (Education Code 45196.1; Government Code 12945.2, 12945.6; 29 USC 2612; 29 CFR 825.112)

7. Need of the employee or the employee's family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care (Labor Code 233, 246.5)

8. Need of the employee to seek or obtain any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee or the employee's child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 233, 246.5)

For the purposes specified in items #7-8, an employee may use, in any calendar year, the amount of sick leave that would be accrued during six months at the employee's then current rate of entitlement. (Labor Code 233)

An employee may take leave for personal illness or injury at any time during the year, even if credit for such leave has not yet been accrued. However, a new full-time classified employee shall not be entitled to more than six days of sick leave, or the proportionate amount to which the employee may be entitled, until the first day of the month after the employee has completed six months of active service with the district. (Education Code 45191)

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 45191)

An employee shall reimburse the district for any unearned sick leave used as of the date of termination.

The district shall not require newly employed classified employees to waive leave accumulated in a previous district. However, if the employee's previous employment was terminated for cause, the transfer of the accumulated leave shall be made only if approved by the Governing Board. (Education Code 45202)

The Superintendent or designee shall notify any classified employee whose employment with the district is terminated after at least one calendar year for reasons other than for cause that, if the employee accepts employment in another district, county office of education, or community college district within one year of the termination of employment, the employee may request that the district transfer any accumulated sick leave to the new employer. (Education Code 45202)

## Additional Leave for Disabled Military Veterans

In addition to any other entitlement for sick leave with pay, a classified employee who is a former active duty member of the U.S. Armed Forces or a former or current member of the California National Guard or a federal reserve component shall be entitled to sick leave with pay of up to 12 days for the purpose of undergoing medical treatment, including mental health treatment, for a military service-connected disability rated at 30 percent or higher by the U.S. Department of Veterans Affairs. An eligible employee who works less than five days per week shall be entitled to such leave in proportion to the time worked. (Education Code 45191.5)

The amount of leave shall be credited to the employee either on the date the employee receives confirmation of the submission of the disability application to the U.S. Department of Veterans Affairs or on the first day the employee begins or returns to employment after active duty, whichever is later. When the employee receives the disability rating decision, the employee shall report that information to the Superintendent or designee. If the disability rating decision makes the employee eligible for the leave, the time used before the decision shall be counted toward the 12-day maximum leave. If the disability rating decision makes the employee ineligible for the leave, the district may change the sick leave time used before the disability rating decision to an alternative leave balance. (Education Code 45191.5)

The Superintendent or designee may require verification, in accordance with the section "Verification Requirements" below, that the employee used the leave to obtain treatment of a military service-connected disability.

Leave for military-service connected disability shall be available for 12 months following the first date that the leave was credited. Leave not used during the 12-month period shall not be carried over and shall be forfeited. (Education Code 45191.5)

## Notification of Absence

An employee shall notify the Superintendent or the designated manager or supervisor of the need to be absent as soon as such need is known so that the services of a substitute may be secured as necessary. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than three o'clock in the afternoon of the day preceding the day on which the employee intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

## Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

## Parental Leave

During each school year, a classified employee may use all available sick leave, including accumulated sick leave, for the purpose of parental leave for a period of up to 12 work weeks. The 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of such parental leave. (Education Code 45196.1)

Eligibility for such leave shall not require 1,250 hours of service with the district during the previous 12 months. (Education Code 45196.1)

An employee who has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of parental leave shall receive differential pay of at least 50 percent of the employee's regular salary for the remainder of the 12 work weeks. (Education Code 45196.1)

Parental leave taken pursuant to Education Code 45196.1 shall run concurrently with the parental leave taken pursuant to Government Code 12945.2 or 12945.6, and the aggregate amount of parental leave shall not exceed 12 work weeks in a 12-month period. (Education Code 45196.1; Government Code 12945.2, 12945.6)

#### Extension of Leave

A permanent employee who is absent because of a personal illness or injury and who has exhausted all available sick leave, vacation, compensatory overtime, and any other paid leave shall be so notified, in writing, and offered an opportunity to request additional leave. The Board may grant the employee additional leave, paid or unpaid, for a period not to exceed six months and may renew this leave for two additional six-month periods or for lesser periods. The total additional leave granted shall not exceed 18 months. (Education Code 45195)

(cf. 4216 - Probationary/Permanent Status)

If the employee is still unable to return to work after all available paid and unpaid leaves have been exhausted, the employee shall be placed on a reemployment list for a period of 39 months. If during this time the employee becomes medically able, the employee shall be offered reemployment in the first vacancy in the classification of the employee's previous assignment. During the 39 months, the employee's reemployment shall take preference over all other applicants except those laid off for lack of work or lack of funds, in which case the employee shall be ranked according to seniority. (Education Code 45195)

#### Verification Requirements

After any absence due to illness or injury, the employee shall submit a completed and signed district absence form to the employee's immediate supervisor.

The Superintendent or designee may require verification whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever available evidence clearly indicates that an absence is not related to illness or injury.

In addition, the Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the medical condition of the employee. The report shall include a statement as to the employee's need for additional leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny the request for additional leave.

Any district request for additional verification by an employee's physician or a district-selected physician shall be in writing and shall specify that the report to be submitted to the district should not contain the employee's genetic information. Any genetic information received by the district on behalf of an employee shall be treated as a confidential medical record, maintained in a file separate from the employee's personnel file, and shall not be disclosed except in accordance with 29 CFR 1635.9.

Before returning to work, an employee who has been absent for surgery, hospitalization, or extended medical treatment may be asked to submit a letter from a physician stating that the employee is able to return to work and stipulating any necessary restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

### Short-Term and Substitute Employees

Except for a retired annuitant who is not reinstated to the retirement system, short-term or substitute employees who work for 30 or more days within a year of their employment shall be entitled to one hour of paid sick leave for every 30 hours worked. Accrued paid sick days shall carry over to the following year of employment, up to a maximum of 48 hours. (Labor Code 246)

Short-term or substitute employees may begin to use accrued paid sick days on the 90th day of their employment, after which they may use the sick days as they are accrued. (Labor Code 246)

A short-term or substitute employee may use accrued sick leave for absences due to: (Labor Code 246.5)

1. The employee's own need or the need of a family member, as defined in Labor Code

245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care

2. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or the employee's child, when the employee has been a victim of domestic violence, sexual assault, or stalking

#### Healthy Workplaces, Healthy Families Act Requirements

No employee, including a short-term or substitute employee, shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:

- a. That an employee is entitled to accrue, request, and use paid sick days
- b. The number of sick days provided by Labor Code 245-249
- c. The terms of use of paid sick days
- d. That discrimination or retaliation against an employee for requesting and/or using sick leave is prohibited by law and that an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against the employee

2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request

3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

4. Keep a record documenting the hours worked and paid sick days accrued and used by each eligible employee for three years

#### Legal Reference:

##### EDUCATION CODE

45103 Substitute employees

45190 Leaves of absence and vacations



45191 Leaves of absence for illness and injury  
45191.5 Leave for military service connected disability  
45193 Leave of absence for pregnancy (re use of sick leave under certain circumstances)  
45195 Additional leave for nonindustrial accident or illness; reemployment preference  
45196 Salary; deductions during sick leave  
45196.1 Differential pay during parental leave up to 12 weeks after sick leave is exhausted  
45202 Transfer of accumulated sick leave and other benefits  
GOVERNMENT CODE  
12945.1-12945.2 California Family Rights Act  
12945.6 Parental leave  
LABOR CODE  
230 Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off  
230.1 Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off  
233 Illness of child, parent, spouse or domestic partner  
245-249 Healthy Workplaces, Healthy Families Act of 2014  
UNITED STATES CODE, TITLE 29  
2601-2654 Family and Medical Leave Act of 1993, as amended  
UNITED STATES CODE, TITLE 42  
2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008  
CODE OF FEDERAL REGULATIONS, TITLE 29  
825.100-825.702 Family and Medical Leave Act of 1993  
1635.1-1635.12 Genetic Information Nondiscrimination Act of 2008  
COURT DECISIONS  
California School Employees Association v. Colton Joint Unified School District, (2009) 170 Cal.App.4th 957  
California School Employees Association v. Tustin Unified School District, (2007) 148 Cal.App.4th 510

(3/17 3/18) 3/19

BUCKEYE UNION SCHOOL DISTRICT  
APPROVED:

EL DORADO HILLS, CA

# **CSBA Sample**

## **Board Policy**

### **Charter School Oversight**

BP 0420.41

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board recognizes its ongoing responsibility to oversee that any charter school authorized by the Board is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.

(cf. 0420.4 - Charter School Authorization)

(cf. 0500 - Accountability)

The Superintendent or designee shall identify at least one staff member to serve as a contact person for each charter school authorized by the Board. (Education Code 47604.32)

The Superintendent or designee shall visit each charter school at least annually and may inspect or observe any part of the charter school at any time. (Education Code 47604.32, 47607)

The Superintendent or designee shall attend meetings of the charter school governing body whenever possible and shall periodically meet with a representative of the charter school.

#### **Waivers**

If the charter school wishes to request a general waiver of any state law or regulation applicable to it, it shall request that the district submit a general waiver request to the State Board of Education (SBE) on its behalf. Upon approval of the Board, the Superintendent or designee shall submit such a waiver request to the SBE on behalf of the charter school.

(cf. 1431 - Waivers)

#### **Provision of District Services**

The charter school may purchase administrative or other services from the district or any other source. (Education Code 47613)

Whenever the district agrees to provide administrative or support services, the district and charter school shall develop a memorandum of understanding which clarifies the financial and operational agreements between the district and charter school.

At the request of a charter school, the Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System or Public Employees' Retirement

System on behalf of the charter school. The district may charge the charter school for the actual costs of the reporting services, but shall not require the charter school to purchase payroll processing services from the district as a condition for creating and submitting these reports. (Education Code 47611.3)

#### Material Revisions to Charter

Material revisions to a charter may only be made with Board approval. Material revisions shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

If an approved charter school proposes to establish or move operations to one or more additional sites, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations. The Board shall consider approval of the additional locations at an open meeting. (Education Code 47605)

The Board shall have the authority to determine whether a proposed change in charter school operations constitutes a material revision of the approved charter.

#### Monitoring Charter School Performance

The Superintendent or designee shall monitor the charter school to determine whether it complies with all legal requirements applicable to charter schools, including making all reports required of charter schools in accordance with Education Code 47604.32. Any violations of law shall be reported to the Board.

The Board shall monitor the charter school to determine whether it is achieving the measurable student outcomes set forth in the charter, both schoolwide and for each numerically significant student subgroup served by the school, as defined in Education Code 52052. This determination shall be based on the measures specified in the approved charter petition and any applicable memorandum of understanding, and on the charter school's annual review and assessment of its progress toward the goals and actions identified in its local control and accountability plan (LCAP), as reported in the California School Dashboard.

The Board shall monitor the fiscal condition of the charter school based on any financial information obtained from the charter school, including, but not limited to, the charter school's preliminary budget, annual update of the charter school's LCAP, first and second interim financial reports, and final unaudited report for the full prior year. (Education Code 47604.32, 47604.33, 47606.5)

The district may charge up to one percent of a charter school's revenue for the actual costs of supervisory oversight of the school. However, if the district is able to provide substantially rent-free facilities to the charter school, the district may charge up to three percent of the charter

school's revenue for actual costs of supervisory oversight or, if the facility is provided under Education Code 47614, the pro-rata share facilities costs calculated pursuant to 5 CCR 11969.7. If the district charges the pro-rata share, it may also charge one percent of the charter school's revenue in oversight fees. (Education Code 47613)

(cf. 7160 - Charter School Facilities)

#### Technical Assistance/Intervention

If, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more numerically significant student subgroups, or for all of the student subgroups if the school has fewer than three subgroups, in regard to one or more state or school priorities identified in the charter, the district: (Education Code 47607.3)

1. Shall provide technical assistance to the charter school based on the California School Dashboard
2. May request that the Superintendent of Public Instruction (SPI), with SBE approval, assign the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Education Code 52074

In accordance with law, the Board may deny a charter school's renewal petition or may revoke a charter based on the charter school's poor performance, especially with regard to the academic achievement of all numerically significant subgroups of students served by the charter school.

(cf. 0420.42 - Charter School Renewal)  
(cf. 0420.43 - Charter School Revocation)

#### Complaints

Each charter school shall establish and maintain policies and procedures to enable any person to file a complaint, in accordance with the uniform complaint procedures as specified in 5 CCR 4600-4670, alleging the school's noncompliance with Education Code 47606.5 or 47607.3. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

A complainant who is not satisfied with the decision may appeal the decision to the SPI. (Education Code 52075)

If the charter school finds merit in the complaint or the SPI finds merit in an appeal, a remedy shall be provided to all affected students and parents/guardians. (Education Code 52075)

#### School Closure

In the event that the Board revokes or denies renewal of a charter or the charter school ceases operation for any reason, the Superintendent or designee shall, when applicable in accordance with the charter and/or a memorandum of understanding, provide assistance to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out.

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board's action, if renewal of the charter is denied, the charter is revoked, or the charter school will cease operation for any reason.

Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Education Code 47604.32; 5 CCR 11962.1)

#### Legal Reference:

##### EDUCATION CODE

- 215 Suicide prevention policy
- 215.5 Suicide prevention hotline contact information on student identification cards
- 220 Nondiscrimination
- 221.61 Posting of Title IX information on web site
- 221.9 Sex equity in competitive athletics
- 222 Lactation accommodations for students
- 222.5 Pregnant and parenting students, notification of rights
- 234.4 Mandated policy on bullying prevention
- 234.7 Student protections relating to immigration and citizenship status
- 17070.10-17079.30 Leroy F. Greene School Facilities Act
- 17280-17317 Field Act
- 17365-17374 Field Act, fitness for occupancy
- 32282 Comprehensive safety plan
- 32283.5 Online training on bullying prevention
- 33479-33479.9 The Eric Parades Sudden Cardiac Arrest Prevention Act
- 35179.4-35179.6 Interscholastic athletic programs, safety
- 35183.1 Graduation ceremonies; tribal regalia or recognized object of religious/cultural significance
- 35330 Field trips and excursions; student fees
- 38080-38086 School meals
- 39831.3 Transportation safety plan
- 39843 Disciplinary action against bus driver; report to Department of Motor Vehicles
- 41024 Report of expenditure of state facility funds
- 42100 Annual statement of receipts and expenditures
- 44030.5 Reporting change in employment status due to alleged misconduct
- 44237 Criminal record summary
- 44691 Information on detection of child abuse
- 44830.1 Certificated employees, conviction of a violent or serious felony
- 45122.1 Classified employees, conviction of a violent or serious felony

45125.1 Fingerprinting; employees of contracting entity  
46015 Accommodations for pregnant and parenting students; parental leave  
47600-47616.7 Charter Schools Act of 1992  
47634.2 Nonclassroom-based instruction  
47640-47647 Special education funding for charter schools  
47651 Apportionment of funds, charter schools  
48000 Minimum age of admission for kindergarten; transitional kindergarten  
48010-48011 Minimum age of admission (first grade)  
48206.3-48208 Students with temporary disabilities; individual instruction  
48850-48859 Educational placement of foster youth and homeless students  
48907 Students' exercise of free expression; rules and regulations  
48950 Student speech and other communication  
49005-49006.4 Seclusion and restraint  
49011 Student fees  
49014 Public School Fair Debt Collection Act  
49061 Student records  
49073.2 Privacy of student and parent/guardian personal information  
49076.7 Student records; data privacy; Social Security numbers  
49110 Authority to issue work permits  
49381 Human trafficking prevention  
49414 Epinephrine auto-injectors  
49414.3 Administration of opioid antagonist  
49428 Notification of mental health services  
49430-49434 The Pupil Nutrition, Health, and Achievement Act of 2001, especially:  
49431.9 Advertisement of non-nutritious foods  
49475 Health and safety, concussions and head injuries  
49557.5 Child Hunger Prevention and Fair Treatment Act of 2017  
49564 Meals for needy students  
51224.7 Mathematics placement policy  
51225.1-51225.2 Exemption from local graduation requirements; acceptance of coursework  
51225.6 Instruction in cardiopulmonary resuscitation  
51513 Diploma of graduation, without passage of high school exit examination  
51745-51749.6 Independent study  
51930-51939 California Healthy Youth Act  
52052 Accountability; numerically significant student subgroups  
52060-52077 Local control and accountability plans  
52075 Uniform complaint procedures  
56026 Special education  
56145-56146 Special education services in charter schools  
60600-60649 Assessment of academic achievement  
64000 Categorical programs included in consolidated application  
64001 School plan for student achievement, consolidated application programs  
65000-65001 School site councils  
69432.9-69432.92 Cal Grant program; notification of grade point average and high school graduation

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations  
 GOVERNMENT CODE  
 1090-1099 Prohibitions applicable to specified officers  
 3540-3549.3 Educational Employment Relations Act  
 6250-6270 California Public Records Act  
 54950-54963 Ralph M. Brown Act  
 81000-91014 Political Reform Act of 1974  
 HEALTH AND SAFETY CODE  
 104420 Tobacco Use Prevention Education grant program  
 104559 Tobacco-free schools  
 LABOR CODE  
 1198.5 Personnel records related to performance and grievance  
 PENAL CODE  
 667.5 Definition of violent felony  
 1192.7 Definition of serious felony  
 VEHICLE CODE  
 28160 Child safety alert system  
 CALIFORNIA CONSTITUTION  
 Article 9, Section 5 Common school system  
 Article 16, Section 8.5 Public finance; school accountability report card  
 CODE OF REGULATIONS, TITLE 5  
 4600-4687 Uniform complaint procedures  
 11700.1-11705 Independent study  
 11960-11969 Charter schools  
 CODE OF REGULATIONS, TITLE 24  
 101 et seq. California Building Standards Code  
 UNITED STATES CODE, TITLE 20  
 1681-1688 Title IX of the Education Amendments of 1972; discrimination based on sex  
 6311 State plan  
 7221-7221j Charter schools  
 UNITED STATES CODE, TITLE 42  
 11431-11435 McKinney-Vento Homeless Assistance Act  
 CODE OF FEDERAL REGULATIONS, TITLE 34  
 200.1-200.78 Accountability  
 COURT DECISIONS  
 Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986  
 ATTORNEY GENERAL OPINIONS  
 Opinion No. 11-201 (2018)  
 89 Ops.Cal.Atty.Gen. 166 (2006)  
 80 Ops.Cal.Atty.Gen. 52 (1997)  
 78 Ops.Cal.Atty.Gen. 297 (1995)  
 CALIFORNIA OFFICE OF ADMINISTRATIVE HEARINGS DECISIONS  
 Student v. Horizon Instructional Systems Charter School, (2012) OAH Case No. 2011060763

Management Resources:  
 CSBA PUBLICATIONS

Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California's Charter Schools, September 2018  
Charter Schools in Focus, Issue 2: Ensuring Effective Oversight, Governance Brief, October 2017  
Charter Schools: A Guide for Governance Teams, rev. 2016  
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
California School Accounting Manual  
Sample Copy of a Memorandum of Understanding  
Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 17-01, July 28, 2017  
Special Education and Charter Schools: Questions and Answers, September 10, 2002  
U.S. DEPARTMENT OF EDUCATION GUIDANCE  
Charter Schools Program: Title V, Part B of the ESEA, January 2014  
WEB SITES  
CSBA: <http://www.csba.org>  
California Charter Schools Association: <http://www.calcharters.org>  
California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>  
National Association of Charter School Authorizers: <http://www.qualitycharters.org>  
U.S. Department of Education: <http://www.ed.gov>



# BUCKEYE UNION SD

## Exhibit

### Charter School Oversight

E 0420.41

### Philosophy, Goals, Objectives and Comprehensive Plans

#### REQUIREMENTS FOR CHARTER SCHOOLS

##### Governance

1. Comply with the Ralph M. Brown Act (Government Code 54950-54963), California Public Records Act (Government Code 6250-6270), conflict of interest laws (Government Code 1090-1099), and Political Reform Act (Government Code 81000-91014), including the adoption of a conflict of interest code pursuant to Government Code 87300 (Education Code 47604.1)
2. Except as otherwise authorized by Government Code 54954, hold the meetings of its governing body within the physical boundaries of the county in which the charter school is located or, if a nonclassroom-based charter school that does not have a facility or operates one or more resource centers, hold governing body meetings within the physical boundaries of the county in which the greatest number of students enrolled in the charter school reside. In addition, a two-way teleconference location shall be established at the school site and/or resource center, as applicable. (Education Code 47604.1)

##### Operations

3. Not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code 47604)
4. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605)

##### Admission/Enrollment

5. Adhere to all laws establishing the minimum age for public school attendance (Education Code 47610)
6. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)

7. Serve students with disabilities in the same manner as such students are served in other district schools (Education Code 47646, 56145)

8. Admit all students who wish to attend the charter school, according to the following criteria and procedures:

a. Admission to the charter school shall not be determined according to the student's or parent/guardian's place of residence within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within that school's former attendance area. (Education Code 47605)

If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admission preference for students who are currently enrolled in that public elementary school and for students who reside in the public school attendance area. (Education Code 47605.3)

b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing, with preference extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5. (Education Code 47605)

c. Other admission preferences may be permitted by the Board of the district on an individual school basis consistent with law. (Education Code 47605)

9. Immediately enroll a homeless student, except where such enrollment would conflict with Education Code 47605(d) (Education Code 48850; 42 USC 11431-11435)

10. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)

11. Allow a student who is enrolled in the charter school but receiving individual instruction at home or a hospital due to a temporary disability to return to the charter school when well enough to do so, provided the student returns during the school year in which the individual instruction was initiated (Education Code 48207.3)

#### Nondiscrimination

12. Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code 47605)

13. Adopt policy that is consistent with the model policy developed by the California Attorney General addressing the charter school's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the

immigration status of students or their family members, and fulfill other requirements of Education Code 234.7

14. Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator (Education Code 221.61)

15. If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code 221.9)

16. Provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The charter school shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Education Code 222, 222.5, 46015)

17. If a direct-funded charter school, adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670 (5 CCR 4600)

#### Tuition and Fees

18. Not charge tuition (Education Code 47605)

19. Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools

20. Not bill, nor take any negative action against, a student or former student for a debt owed to the charter school. The school shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student before pursuing payment of the debt and shall provide a receipt to the parent/guardian for each payment made to the school. (Education Code 49014)

#### School Plans

21. Adopt a local control and accountability plan (LCAP) and update the plan by July 1 each year, in consultation with specified stakeholders and using the template adopted by the State Board of Education (SBE). To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard. As part of the LCAP adoption and annual update to the LCAP, the governing body of the charter school shall separately adopt a local control funding formula budget overview for parents/guardians, based on

the template developed by the SBE, which includes specified information relating to the school's budget. (Education Code 47604.33, 47606.5, 52064, 52064.1)

22. If the charter school applies for federal and/or state categorical program funding through the state's consolidated application, establish a school site council to develop and annually review a school plan for student achievement, unless the school chooses to use its LCAP for this purpose (Education Code 64000-64001, 65000-65001)

23. Develop a comprehensive safety plan in accordance with Education Code 32282 and review and update the plan by March 1 each year (Education Code 47605)

24. Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Education Code 39831.3; Vehicle Code 28160)

#### Curriculum and Instruction

25. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 47612.5)

26. If the charter school offers a kindergarten program, also offer a transitional kindergarten program to students whose fifth birthday is from September 2 through December 2 (Education Code 48000)

27. If the charter school serves students in grade 9, adopt a fair, objective, and transparent mathematics placement policy with specified components (Education Code 51224.7)

28. If the charter school serves students in any of grades 7-12, provide comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education at least once in junior high or middle school and once in high school, beginning in the 2019-2020 school year (Education Code 51931, 51934)

29. If the charter school serves students in any of grades 6-12, identify and implement methods of informing parents/guardians of human trafficking prevention resources by January 1, 2020 (Education Code 49381)

30. If the charter school provides independent study, meet the requirements of Education Code 51745-51749.6, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e)

(Education Code 47612.5, 51747.3; 5 CCR 11705)

31. Meet all statewide standards and conduct any statewide assessments applicable to noncharter public schools (Education Code 47605, 47612.5, 60605)

#### High School Graduation

32. Exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by the charter school that exceed state requirements, unless the school determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school (Education Code 51225.1, 51225.2)

33. Grant a high school diploma to any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination (Education Code 51413)

34. Allow a student to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies, unless the charter school determines that an item is likely to cause a substantial disruption of, or material interference with, the ceremony (Education Code 35183.1)

#### Student Expression

35. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950)

#### Staffing

36. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold (Education Code 47605)

37. Not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the charter school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Education Code 44830.1, 45122.1, 45125.1)

38. Report to the CTC any change in a certificated employee's employment status (dismissal, nonreelection, resignation, suspension, unpaid administrative leave for more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending (Education Code 44030.5)

39. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)

40. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

#### Parent/Guardian Involvement

41. On a regular basis, consult with parents/guardians and teachers regarding the charter school's educational programs (Education Code 47605)

42. Notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school (Education Code 47605)

#### Nutrition

43. Beginning with the 2019-2020 school year, provide each eligible student with one nutritionally adequate free or reduced-price meal during each school day, except as provided for a charter school that offers nonclassroom-based instruction (Education Code 47613.5)

44. If the charter school participates in the National School Lunch and/or Breakfast program, not promote any food or beverage during the school day that does not comply with state nutritional standards pursuant to Education Code 49430-49434, and not participate in a corporate incentive program that offers free or discounted non-nutritious foods or beverages as rewards for students who reach certain academic goals (Education Code 49431.9)

45. If the charter school participates in the National School Lunch and/or Breakfast program, notify parents/guardians within 10 days of their child's meal account reaching a negative balance; ensure that a student with unpaid school meal fees is not shamed, treated differently, or served a meal that differs from other students; and prohibit student discipline from resulting in the denial or delay of a nutritionally adequate meal (Education Code 49557.5)

46. If the charter school participates in the National School Lunch and/or Breakfast program and is a very high poverty school, as defined, apply to the California Department of Education (CDE) to provide lunch and/or breakfast free of charge to all students under a federal universal service provision (Education Code 49564)

#### Student Health

47. If the charter school serves students in grades 7-12, adopt a policy on suicide prevention, intervention, and postvention with specified components, review the policy at least every five years, and, if the school issues student identification cards, print the telephone number of the National Suicide Prevention Lifeline on those cards (Education Code 215, 215.5)

48. Notify students and parents/guardians at least twice during the school year on how to

initiate access to available student mental health services on campus or in the community (Education Code 49428)

49. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the charter school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code 44691)

50. If the charter school offers an athletic program, annually provide information sheets about concussions/head injuries and sudden cardiac arrest to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury, passes out, or faints during or immediately after participation in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider and receives written clearance to do so. (Education Code 33479-33479.5, 49475)

51. If the charter school offers an interscholastic athletic program, develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire at least one automated external defibrillator (AED) for the school, and make the AED available at on-campus athletic activities or events (Education Code 35179.4, 35179.6)

52. Provide school nurses or other voluntary, trained personnel with emergency epinephrine auto-injectors of the type required pursuant to Education Code 49414 (Education Code 49414)

53. If the charter school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, comply with the requirements of Education Code 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

#### Student Conduct/Discipline

54. Adopt a policy on bullying and cyberbullying prevention by December 31, 2019, and annually make CDE's online training module on bullying prevention available to school site certificated employees and other employees who have regular interaction with students (Education Code 234.4, 32283.5)

55. Prohibit seclusion and behavioral restraint of students as a means of discipline, and only use such methods to control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response (Education Code 49005-49006.4)

#### Student and Parent/Guardian Records

56. Not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians unless otherwise required to do so by state or

federal law (Education Code 49076.7)

57. Upon written request, not include the directory information of a student or the personal information of a parent/guardian, as defined, in the minutes of a meeting of the governing body (Education Code 49073.2)

58. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605)

59. If the charter school serves high school students, submit to the Student Aid Commission, for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

#### Facilities

60. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)

a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374.

b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

#### Finance

61. Promptly respond to all reasonable inquiries from the district, the county office of education, or the Superintendent of Public Instruction (SPI), including, but not limited to, inquiries regarding the charter school's financial records (Education Code 47604.3)

62. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)

63. Identify and report to the SPI any portion of the charter school's average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code 47612.5, 47634.2; 5 CCR 11963.2)



64. Annually prepare and submit financial reports to the district Board and the County Superintendent of Schools in accordance with the following reporting cycle:

- a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement. (Education Code 47604.33)
- b. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code 47604.33)
- c. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code 47604.33)
- d. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)
- e. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the State Controller and CDE. (Education Code 47605)

65. If the charter school receives state facilities funding pursuant to the Leroy F. Greene School Facilities Act (Education Code 17070.10-17079.30), annually report a detailed list of all expenditures of state funds and of the school's matching funds for completed projects, and submit an audit of completed facilities projects within one year of project completion (Education Code 41024)

#### Accountability

66. Annually adopt a school accountability report card (Education Code 47612; California Constitution, Article 16, Section 8.5)

(7/17 5/18) 3/19  
BUCKEYE UNION SCHOOL DISTRICT  
APPROVED:

EL DORADO HILLS, CA

# **Buckeye Union SD**

## **Board Policy**

### **Recovery For Property Loss Or Damage**

BP 3515.4

#### **Business and Noninstructional Operations**

The Governing Board desires to create a safe and secure learning environment and to minimize acts of vandalism and damage to school property. When district property is damaged due to the willful misconduct of a student or other person, the district shall seek reimbursement of damages, within the limitations specified in law, from the parent/guardian of a minor child or from any other responsible individual.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131 - Conduct)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

The district may collect debt owed by a student or former student as a result of vandalism or to cover the replacement cost of district books, supplies, or property loaned to a student that the student willfully fails to return or that is willfully cut, defaced, or otherwise injured. However, this policy shall not apply to a student who is a current or former homeless or foster child or youth. (Education Code 48904, 49014)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

#### **Rewards**

The Board may offer and pay a reward for information leading to the determination of the identity of, and the apprehension of, any person who willfully damages or destroys any district property. (Government Code 53069.5)

The Board shall determine the appropriate amount for the reward.

The Superintendent or designee shall disburse the reward when the guilt of the person responsible for the act has been established by a criminal conviction or other appropriate judicial procedure. If more than one person provides information, the reward shall be divided among

them as appropriate.

Legal Reference:

EDUCATION CODE

19910 Libraries, malicious cutting, tearing, defacing, breaking or injuring

19911 Libraries, willful detention of property

44810 Willful interference with classroom conduct

48904 Liability of parent/guardian for willful misconduct

49014 Public School Fair Debt Collection Act

CIVIL CODE

1714.1 Liability of parent or guardian for act of willful misconduct by a minor

GOVERNMENT CODE

53069.5 Reward for information concerning person causing death, injury, or property damage

53069.6 Actions to recover damages

54951 Local agency, definition

PENAL CODE

484 Theft defined

594 Vandalism

594.1 Aerosol paint and etching cream

640.5 Graffiti; facilities or vehicles of governmental entity

640.6 Graffiti

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Judicial Council of California: <http://www.courts.ca.gov>

(10/97 7/09) 3/19

BUCKEYE UNION SCHOOL DISTRICT

ELDORADO HILLS, CA

APPROVED: