School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roseland Creek Elementary	49 70904 0125336		

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's plan is directly aligned to the LCAP. This plan has the same goals and actions as the LCAP.

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 5
- Analysis of Current Instructional Program 5

Stakeholder Involvement 9
School and Student Performance Data 12
- Student Enrollment 12
- CAASPP Results 14
- ELPAC Results 18
- 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 43
- Goal 3 47
- Goal 4 52

Budget Summary 54
- Budget Summary 54
- Other Federal, State, and Local Funds 54

Budgeted Funds and Expenditures in this Plan 55
- Funds Budgeted to the School by Funding Source 55
- Expenditures by Funding Source 55
- Expenditures by Budget Reference 55
- Expenditures by Budget Reference and Funding Source 55
- Expenditures by Goal 55

School Site Council Membership 56
Recommendations and Assurances 57
Instructions 58
- Instructions: Linked Table of Contents 58

Purpose and Description 59
Stakeholder Involvement 59
Resource Inequities 59
Goals, Strategies, Expenditures, & Annual Review 60
Annual Review 61
Budget Summary 62
Appendix A: Plan Requirements 64
Appendix B: 67
Appendix C: Select State and Federal Programs 69

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).

Survey Results by Stakeholder Group-

- Parents responding- 178
- Students responding- 967
- Teachers/certificated staff responding- 57
- Classified/support staff responding- 13
- Community members responding- 12

The input received during the process detailed above demonstrated our stakeholders' deep interest and commitment to the academic, social, and emotional growth of growth of our students, as well as to our vision of preparing all students for future post-secondary school success. Through the Accelerated Schools Process and additional stakeholder engagement activities, it was determined that the district should continue focusing on 4 main goals:

- Increase student achievement and close the achievement gap (state priority 4)
- Provide students access to a well-rounded education and enrichment opportunities (state priorities 5 and 7)
- Support future college readiness by both increasing parent involvement and meeting the needs of the whole child, including physical and social-emotional (state priorities 3, 5 and 6)
- Provide access to safe, well maintained facilities conducive to 21st century learning (state priority 1)

The district is currently experiencing declining enrollment/a smaller operating budget, coupled with increased costs for transportation, employee compensation and benefits, special education, etc.; this will require spending reductions for the 2019-20 school year. The district used the stakeholder engagement process to help determine priorities for actions and services that are having the greatest impact on student achievement and overall student success. Based on the input from stakeholders, including students, parents, teachers, and leadership team members, the following actions/services will be prioritized in the LCAP to maintain to the fullest extent possible for the 2019-20 school year, while making spending reductions in other areas:

- Classroom enrichment budgets for the visual and performing arts (Goal 2)
- Classroom technology/student chromebooks (Goal 2)
- Instructional assistants for Universal Access time (Goal 1)
- Afterschool intervention (Goal 1)

A new action step/service that will be added as a result of the stakeholder engagement process with parents is:

Contribute additional funding to the Boys & Girls after school program in order to increase available spaces for Kindergarten students (Goal 1)

Classroom Observations

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

The principal conducts formal observations at least twice a year for probationary teachers and every 2 years for tenured teachers. The principal also conducts informal "pop in" observations throughout the year in all classrooms. Instructional Rounds are done 4 times per year with groups of 3-4 staff members (includes admin and staff) on 3 different teams.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We use the results of the CAASPP to inform priorities and goals. (LCAP 1A.16) Implement math and ELA assessment plans, including: administration of STAR 360 & other districtwide assessments, utilization of Illuminate Data Management system, use of updated common core aligned report cards & providing of focused time for staff collaboration and data analysis. . (LCAP 1A.17) An ELD ad hoc will be formed to conduct ASP inquiry & develop an action plan that focuses on: Instruction of the new English Language Development standards Assessment/tracking progress of English learners in meeting the new ELD standards.

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

(LCAP 1A.16) Implement math and ELA assessment plans, including: administration of STAR 360 & other districtwide assessments, utilization of Illuminate Data Management system, use of updated common core aligned report cards & providing of focused time for staff collaboration and data analysis.

Think Central allows us to evaluate student progress on curriculum embedded assessments. Online Gradebook allows 4th-6th grade teachers to analyze students' progress on standards as well as classroom assignments. Lexia, Dreambox and STAR also provide reporting features that help to analyze data and modify instruction based on data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently 100% of our teachers are considered highly qualified. We attract high quality highly-qualified teacher to high needs school by encouraging Student Teachers to teach in the Roseland School District, talking with Credential candidates, and working with our local university program, etc. (LCAP-1A.1). Provide a Highly Qualified Teaching staff to all students, including all significant subgroups (e.g. Hispanic/Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Foster Youth, Special Education, etc.)

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

Currently 100% of our teachers are credentialed and professional development is provided to meet the needs of all staff members, especially in the area of the new Common Core Standards. (LCAP 1A.3): Fund five calendared professional development days to support closing of the achievement gap and attainment of LCAP goals for low income, English learner, and foster youth. (LCAP 1A.4) Provide funding necessary to carry out professional development & staff collaboration opportunities (services, materials, consultants, travel/conferences, hourly pay/sub release, etc.) Topics are prioritized through the Accelerated Schools Process & by district identified needs. English Language Development,Guided Reading/Universal Access, Assessment, Data Analysis, & Focused Planning, Social Emotional Learning, Assessment Release Days, Other professional development opportunities aligned to district identified priorities.

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

Each year School-As-A-Whole determines, through Cadre Inquiry, the focus for the staff developments days. Typically math, language arts and English Language Development are the priorities in terms of meeting grade level standards. In addition, after school trainings, county office trainings and individualized training plans are provided as needed. Staff development days are then aligned to LCAP goals and placed into the LCAP.

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

Instructional assistance and support for teachers is provided on an as needed basis. Professional development is determined by Cadre Inquiry work or by district requirements. All new teachers are enrolled in BTSA (a type of Teacher Mentoring Program) to ensure that they are mentored for the first couple years of teaching. 1A.12 Continue to fund Beginning Teacher Support and Assessment Program (BTSA).. Experts from SCOE, organizations and educational companies are used on an as needed bases. (LCAP 1A.7):Provide mandated Special Education Services, including funding for special education staff (Director of Special Education Services, Psychologists, RSP, Special Day Class, Speech, Instructional Assistants, etc.) 1A.10 Continue to provide Highly Qualified instructional assistants to support student achievement and implementation of tier one interventions for early literacy. 1A.13 Continue to conduct Accelerated Schools Process (ASP) inquiry work to help determine districtwide action plans to support student achievement. Ensure that district action plans are research-based, support systemic change and include input from staff. Provide funding for ASP coaching stipends, steering meetings, and district-level cadre/ad hoc meetings and associated supplies and services.

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

Grade level collaboration time is provided to all teachers throughout the school year through the use of minimum release days, substitute release time and paid after school opportunities.

Teaching and Learning

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

All textbooks series adopted by the district have been approved by the State Board of Education and the Roseland District Board. Supplementary materials are utilized to further enhance instruction of the grade level standards. Weekly lesson plans focus on identifying the standards and student learning goals toward those standards at each grade level. Currently all math and language arts curriculum is aligned to the Common Core Standards.

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

We adhere to or exceeds the recommended instructional minutes for reading/language arts and mathematics.

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

We have developed a pacing schedule that helps to meet the needs of intervention activities. We currently are using Lexia and Dreambox as a means to improve academic success for students at their own pace. This is an ongoing process that maintains a focus on what is best for students at all grade levels. 1A.18 Provide additional staff, services, & materials for English Learner Students: Support for newcomer students via Rosetta Stone software, Oversight & support for administration of the English Learner state test (ELPAC), including substitute teachers, Oversight of the redesignation process (RFEP), Teacher on Special Assignment position to support the above (LCAP 1A.23) Provide funding to purchase individualized learning software and related materials to support student achievement in literacy, ELD, and mathematics. 1A.24 Provide funding for site-based intervention/tutoring: Early Literacy Intervention, Math and/or Reading/Language Arts tutoring based on site determined needs, English Learners, including academic support and language support

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

All students have access to standards-based instructional materials appropriate to all student groups. In addition, each classroom has a large supply of classroom library books and supplementary materials to support instruction of students. LCAP 1A.14 Purchase & implement district adopted curriculum aligned to Common Core State Standards (CCSS)/California State Standards, including replacement/consumable materials, as well as funds to support the upcoming new science adoption for implementation of the Next Generation Science Standards.

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

We use SBE adopted and standards-based materials. (LCAP 1A.14) Purchase & implement district adopted curriculum aligned to Common Core State Standards (CCSS)/California State Standards, including replacement/consumable materials, as well as funds to support the upcoming new science adoption for implementation of the Next Generation Science Standards.

Opportunity and Equal Educational Access

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

Services include after school tutoring programs for K-6 students as needed, 1:1 tutoring through Schools of Hope partnership for grades 1st-2nd, Boys and Girls Club after school program for grades K-6 as well as the utilization of various community volunteers. Instructional Aides are also used on a daily basis to assist students in need. Dreambox and Lexia help to bring students to grade level in mathematics and language arts.(LCAP 1A.23) Provide funding to purchase individualized learning software and related materials to support student achievement in literacy, ELD, and mathematics. (LCAP 1A.26) Each school site will implement an incentive plan to encourage summer reading.

Evidence-based educational practices to raise student achievement

Through inquiry and collaboration our school determines the best research-based educational practices to use in the classroom. Currently these practices include: Close Reading, Thinking Maps, unified key standards, Write from the Beginning and Write for the Future, Reading Intervention program, Powerful Learning, Academic vocabulary, Explicit Direct Instruction, structured oral discourse, and language modeling/practice. 1A.13 Continue to conduct Accelerated Schools Process (ASP) inquiry work to help determine districtwide action plans to support student achievement. See "Demonstration of Increased or Improved Services for Unduplicated Pupils" in our LCAP to see the research associated with our practices.

Parental Engagement

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

(LCAP 3A.2): Add a second round of parent conferences for all parents in order to increase parent communication related to student achievement, educational goal setting, and supporting learning in the home.
(LCAP 3A.4): Continue to send home district/school newsletters and provide other means of family/school communication (e.g. robocalls, website, etc.). (LCAP 3A.6): Continue to conduct schoolwide events that promote a strong school culture & increased student and family engagement (e.g. family barbeque)

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)

Parents, community representatives, classroom teachers, and other school personnel are encouraged to be members of cadres, site council, and other important committees. Each of these committees are instrumental in evaluating ConApp programs.

Funding

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

Professional development enables staff members to implement all programs that help underperforming students. District/School Instructional Leadership ensures the successful implementation and evaluation of the program. Instructional assistants provide necessary support for struggling students. Beginning Teacher Support and Assessment Program provides needed support to new teachers. Technology support ensure that all technological components of programs are able to be accessed by students and staff. Instructional materials are essential for implementation of the standards. Math and ELA Assessment Plans provide the structure and plan needed to implement and evaluate assessment tools. Learning Lab provides intervention for students who are struggling. Reading intervention for 1st grade provides the early intervention support needed to ensure students are not falling behind.

Fiscal support (EPC)

All of the above programs are provided through site categorical funding. The goals of the site plan are aligned to the goals of the LCAP allowing for districtwide fiscal support of all goals

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 LCAP and SPSA must be aligned. Goals and actions in this SPSA are determined by the LCAP process through data analysis, research-based practices, and input from staff, parents, students, and community members. Detailed information on the stakeholder involvement process can be found in the LCAP stakeholder engagement section and is pasted below. Our LCAP plan has undergone a rigorous process for development, review and approval by parents, staff, board of directors, and Sonoma County Office of Education. Parent, student, staff and community surveys and meeting notes are analyzed at length. Exact language from the LCAP is used throughout the Site Plan.

Expenditures for Title I, II, and III are detailed in this plan and are used for LCAP action items that will improve academic performance and support struggling students are the areas of focus for this particular report. Site Council met to review these expenditures and ensure these items will help to improve student achievement at our school site. Site council also reviewed the entire report for approval.

FROM LCAP STAKEHOLDER ENGAGEMENT (how action items were developed)

Much of what is reflected in this LCAP, and in particular, our 3-Year plan, is a result of the governance process utilized by our district, the Accelerated Schools Process (ASP). This process engages stakeholders in conducting in-depth inquiry work to identify district or schoolwide challenges areas (e.g. math achievement, intervention, social-emotional wellness, etc.) and to develop action plans to address these challenges. The goal of the action plans is to facilitate systemic change and enable district or schoolwide improvement. The action plan development is done by following a specific Accelerated School's inquiry process, with staff members working collaboratively on cadres, ad hocs, and/or workgroups. As a district, we prioritize funds to support implementation of the research-based action plans that are developed through this work.

This year, approximately 50 staff members participated in these collaborative groups. In addition, a key part of the process completed by these groups included getting input from all stakeholders throughout the inquiry process and taking completed action plans through a district or school-wide consensus process.

The following Ad hocs, cadres and workgroups had a direct impact on LCAP goals, actions, and budget priorities. Dates listed reflect meeting dates in which the LCAP was discussed or in which specific actions or budget priorities were determined for action plans, which are incorporated into the LCAP:

- K-6 Math Ad Hoc: 11/27/18, 4/11/19, 5/13/19
- K-6 ELA Ad Hoc: 9/25/18, 11/1/18, 11/26/18, 11/28/18, 12/6/18
- ELD Ad Hoc: 9/13/18, 10/8/18, 10/30/18, 12/13/18, 1/29/19, 2/22/19, 3/14/19, 4/8/19 and 4/24/19
- TK-12 Social Emotional Learning Ad Hoc: 10/1/18, 2/22/19, 3/11/19, 4/1/19, and 4/22/19
- Literacy Intervention Ad Hoc: 10/1/18, 2/22/19, 3/11/19, 4/1/19, and 4/22/19

In addition to our Accelerated Schools work, the district used a variety of meetings and activities to involve stakeholders in the LCAP process, including the discussion and review of goals, district data and proposed actions and services (see below):

Parents- In October, principals held Parent Club/Parent Information Coffee Meetings at each of the three elementary school sites. At these meetings, parents were informed about our district LCAP and surveyed about their priorities for the 2018-19 LCAP. Dates were:

- Sheppard Elementary: 10/5/18
- Roseland Creek Elementary: 10/18/18
- Roseland Elementary: 10/26/18

The survey was also posted on the district website and parent notification about the survey was sent home to all parents.

Students- Throughout the months of January-February, all 3rd-6th grade students were surveyed regarding their needs, priorities and concerns related to school and their educational goals. Focus groups on similarly related topics were held with TK-2nd grade students at all three school sites on 4/26/19.

District Staff (certificated and classified staff)-

- In March, all teachers were surveyed to inform the development of the Annual Update & the LCAP 3-Year Plan.
- On 2/26/19, an LCAP Open Forum was held for all district staff members to determine staff member's priorities for the LCAP 3-Year Plan.

- In April-May, classified staff/instructional support staff were surveyed to inform priorities for the LCAP 3-Year Plan.
- On 5/9/19, a draft of the Annual Update was emailed to all district staff for feedback.
- On 6/12/19, the proposed LCAP that will be be presented at a public hearing was emailed to all staff.

Roseland Educator's Association (REA)-

- On 5/7/19, the Superintendent and Director of Curriculum and Assessment met with the REA executive board to review the Annual Update and seek feedback to inform the 2019-20 LCAP.
- - On 6/12/19, the proposed LCAP that will be be presented at a public hearing was emailed to all staff, including the REA executive board.

Leadership Team (elementary school site principals, superintendent, and directors of special education & curriculum/assessment)

- On 1/30/19 and 5/7/19, the leadership team met to review our progress to date in implementing current LCAP actions/services and discuss budget priorities for 2019-20.
- On 6/12/19, the leadership team met to review the draft LCAP goals, metrics,actions and services, and discuss plans to support implementation.

The Board of Trustees- As an integral part of the district governance team providing local accountability, the Board of Trustees has been consistently involved in the LCAP development and approval process-

- On 5/15/19, a draft of the Annual Update was presented to the school board for discussion and feedback.
- On 6/17/19, the LCAP will be presented at a Public Hearing during a school board meeting.
- On 6/19/19, the LCAP will be presented to the Board of Trustees for approval during a school board meeting.

Joint District English Learner Advisory Committee (DELAC)/Parent Advisory Committee (PAC)-

- On 4/25/19, the joint DELAC/PAC met to provide input on the Annual Update.
- On 5/16/19, the joint DELAC/PAC met to review and give input on 2018-19 LCAP goals, metrics, and actions/services. The superintendent responded in writing to PAC questions and input prior to the scheduled June public hearing.

Community Members-

- Throughout the months of April-May, members of the community at large, including members of the local business community, representatives from partner non-profit organizations, representatives from local universities, and community volunteers were surveyed to inform priorities and needs for the 2019-20 LCAP.

Survey Results by Stakeholder Group-

- Parents responding- 178
- Students responding- 967
- Teachers/certificated staff responding- 57
- Classified/support staff responding- 13
- Community members responding- 12

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	1.3%	1.69%	1.36%	5	6	5
African American	1.0%	1.13%	1.09%	4	4	4
Asian	1.8%	2.26%	2.18%	7	8	8
Filipino	0.5%	0.56%	0.27%	2	2	1
Hispanic/Latino	89.7%	89.27%	90.19%	350	316	331
Pacific Islander	0.3%	%	%	1		
White	2.8%	3.39%	3%	11	12	11
Multiple/No Response	%	%	%			
			Total Enrollment	390	354	367

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	91	72	71
Grade 1	50	67	58
Grade 2	48	52	63
Grade3	51	49	54
Grade 4	37	38	41
Grade 5	39	38	40
Grade 6	74	38	40
Total Enrollment	390	354	367

Conclusions based on this data:

1. Over the past three years there has been a decrease in enrollment.
2. These enrollment numbers do not account for the charter program.

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	276	258	253	70.8%	72.9%	68.9%
Fluent English Proficient (FEP)	37	20	30	9.5%	5.6%	8.2%
Reclassified Fluent English Proficient (RFEP)	13	17	13	4.7%	6.2%	5.0%

Conclusions based on this data:

1. A larger percentage of our student population are English Language Learners. It is important to ensure our EL's are provided with the support.
2. Our EL populations decreased slightly.

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	50	48	55	50	47	55	50	47	55	100	97.9	100
Grade 4	36	38	35	36	38	34	36	38	34	100	100	97.1
Grade 5	38	38	42	38	38	39	38	38	39	100	100	92.9
Grade 6	72	37	38	72	36	36	72	36	36	100	97.3	94.7
All	196	161	170	196	159	164	196	159	164	100	98.8	96.5

* 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	2363.	2402.	2398.	6.00	4.26	16.36	14.00	27.66	25.45	26.00	42.55	14.55	54.00	25.53	43.64
Grade 4	2405.	2410.	2441.	11.11	7.89	2.94	8.33	13.16	17.65	25.00	18.42	47.06	55.56	60.53	32.35
Grade 5	2440.	2464.	2450.	5.26	13.16	12.82	18.42	23.68	20.51	34.21	13.16	20.51	42.11	50.00	46.15
Grade 6	2497.	2491.	2479.	6.94	5.56	5.56	36.11	27.78	22.22	22.22	27.78	30.56	34.72	38.89	41.67
All Grades	N/A	N/A	N/A	7.14	7.55	10.37	21.94	23.27	21.95	26.02	26.42	26.22	44.90	42.77	41.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.00	8.51	23.64	26.00	57.45	40.00	66.00	34.04	36.36
Grade 4	8.33	10.53	2.94	38.89	50.00	67.65	52.78	39.47	29.41
Grade 5	2.63	13.16	12.82	52.63	39.47	43.59	44.74	47.37	43.59
Grade 6	9.72	5.56	8.33	50.00	41.67	30.56	40.28	52.78	61.11
All Grades	7.65	9.43	13.41	42.35	47.80	44.51	50.00	42.77	42.07

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	6.00	6.38	20.00	46.00	68.09	40.00	48.00	25.53	40.00
Grade 4	8.33	18.42	14.71	50.00	21.05	61.76	41.67	60.53	23.53
Grade 5	7.89	10.53	12.82	55.26	47.37	41.03	36.84	42.11	46.15
Grade 6	8.33	11.11	8.33	62.50	52.78	52.78	29.17	36.11	38.89
All Grades	7.65	11.32	14.63	54.59	48.43	47.56	37.76	40.25	37.80

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	2.00	6.38	14.55	50.00	72.34	49.09	48.00	21.28	36.36
Grade 4	2.78	7.89	0.00	55.56	60.53	79.41	41.67	31.58	20.59
Grade 5	0.00	7.89	5.13	60.53	60.53	56.41	39.47	31.58	38.46
Grade 6	5.56	2.78	8.33	65.28	63.89	61.11	29.17	33.33	30.56
All Grades	3.06	6.29	7.93	58.67	64.78	59.76	38.27	28.93	32.32

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	14.00	14.89	12.73	38.00	68.09	52.73	48.00	17.02	34.55
Grade 4	11.11	7.89	2.94	36.11	44.74	85.29	52.78	47.37	11.76
Grade 5	21.05	18.42	17.95	34.21	42.11	43.59	44.74	39.47	38.46
Grade 6	20.83	22.22	11.11	47.22	52.78	55.56	31.94	25.00	33.33
All Grades	17.35	15.72	11.59	40.31	52.83	57.93	42.35	31.45	30.49

Conclusions based on this data:

1. We have amazing participation rates. Over 32% of our students are at the exceed or met standard level.
2. Reading has the highest percent of students at the below standard level, especially in 6th grade.
3. Listening has the highest percent of students at the above standard level. Writing has the highest percentage of students "above standard" level.

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	50	48	55	50	47	55	50	47	55	100	97.9	100
Grade 4	36	38	35	36	38	34	36	38	34	100	100	97.1
Grade 5	38	38	42	38	38	39	38	38	39	100	100	92.9
Grade 6	72	37	38	72	36	36	72	36	36	100	97.3	94.7
All	196	161	170	196	159	164	196	159	164	100	98.8	96.5

* 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	2395.	2410.	2405.	4.00	6.38	14.55	26.00	27.66	23.64	28.00	29.79	20.00	42.00	36.17	41.82
Grade 4	2434.	2428.	2472.	5.56	13.16	14.71	22.22	7.89	26.47	36.11	31.58	38.24	36.11	47.37	20.59
Grade 5	2438.	2451.	2458.	0.00	13.16	10.26	21.05	15.79	10.26	21.05	15.79	33.33	57.89	55.26	46.15
Grade 6	2479.	2456.	2497.	12.50	5.56	11.11	11.11	19.44	19.44	30.56	22.22	30.56	45.83	52.78	38.89
All Grades	N/A	N/A	N/A	6.63	9.43	12.80	18.88	18.24	20.12	29.08	25.16	29.27	45.41	47.17	37.80

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	12.00	19.15	30.91	40.00	34.04	20.00	48.00	46.81	49.09
Grade 4	16.67	13.16	23.53	36.11	31.58	47.06	47.22	55.26	29.41
Grade 5	7.89	13.16	15.38	28.95	23.68	28.21	63.16	63.16	56.41
Grade 6	11.11	19.44	30.56	31.94	16.67	22.22	56.94	63.89	47.22
All Grades	11.73	16.35	25.61	34.18	27.04	28.05	54.08	56.60	46.34

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	8.00	12.77	16.36	50.00	57.45	47.27	42.00	29.79	36.36
Grade 4	8.33	10.53	29.41	41.67	39.47	41.18	50.00	50.00	29.41
Grade 5	2.63	10.53	10.26	34.21	28.95	25.64	63.16	60.53	64.10
Grade 6	11.11	5.56	11.11	45.83	38.89	41.67	43.06	55.56	47.22
All Grades	8.16	10.06	16.46	43.88	42.14	39.63	47.96	47.80	43.90

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	6.00	8.51	20.00	60.00	70.21	45.45	34.00	21.28	34.55
Grade 4	11.11	13.16	20.59	38.89	42.11	50.00	50.00	44.74	29.41
Grade 5	7.89	10.53	15.38	42.11	42.11	35.90	50.00	47.37	48.72
Grade 6	9.72	8.33	11.11	38.89	38.89	52.78	51.39	52.78	36.11
All Grades	8.67	10.06	17.07	44.90	49.69	45.73	46.43	40.25	37.20

Conclusions based on this data:

1. We have a great participation rate! 33% of ours students met or exceed the mathematics standard.
2. The highest percentage of students who were at the "below standard" level was in Concepts and Procedures. There was a 9% increase in the percent of students scoring at the "above standard" level for Concepts and Procedures.
3. There was a decrease in the percent of students who were "below standard" for all claim areas. Each claim showed improvement for the percent of students at the "above standard" level.

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	1453.1	1432.6	1470.5	1451.3	1412.4	1388.6	52	47
Grade 1	1468.8	1471.5	1478.4	1484.4	1458.4	1458.3	49	49
Grade 2	1482.8	1501.8	1485.8	1513.6	1479.3	1489.4	37	45
Grade 3	1510.7	1515.7	1513.0	1518.7	1507.8	1512.1	41	40
Grade 4	1509.0	1504.1	1502.8	1507.3	1514.8	1500.3	25	24
Grade 5	1531.6	1514.9	1537.5	1526.9	1525.2	1502.6	21	19
Grade 6	1538.6	1524.8	1544.2	1528.9	1532.4	1520.3	17	16
All Grades							242	240

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
K	42.31	10.64	42.31	53.19	*	36.17	*	0.00	52	47
1	48.98	10.20	34.69	61.22	*	24.49	*	4.08	49	49
2	48.65	24.44	29.73	55.56	*	17.78	*	2.22	37	45
3	*	37.50	48.78	30.00	*	27.50	*	5.00	41	40
4	*	25.00	52.00	37.50	*	20.83	*	16.67	25	24
5	*	10.53	*	42.11	*	21.05		26.32	21	19
6	*	12.50	*	56.25	*	25.00	*	6.25	17	16
All Grades	37.19	19.17	41.32	49.17	14.88	25.42	6.61	6.25	242	240

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
K	63.46	17.02	25.00	53.19	*	29.79	*	0.00	52	47
1	71.43	36.73	*	48.98	*	10.20	*	4.08	49	49
2	62.16	55.56	*	35.56	*	8.89	*	0.00	37	45
3	51.22	57.50	31.71	37.50	*	2.50	*	2.50	41	40
4	*	45.83	*	20.83	*	20.83	*	12.50	25	24
5	76.19	47.37	*	36.84	*	15.79	*	0.00	21	19
6	64.71	37.50	*	56.25	*	0.00		6.25	17	16
All Grades	61.57	41.67	22.73	42.08	10.74	13.33	4.96	2.92	242	240

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
K	21.15	2.13	*	31.91	51.92	51.06	*	14.89	52	47
1	32.65	4.08	42.86	40.82	*	40.82	*	14.29	49	49
2	43.24	8.89	*	44.44	*	37.78	*	8.89	37	45
3	*	20.00	29.27	22.50	31.71	37.50	29.27	20.00	41	40
4	*	4.17	*	41.67	*	16.67	*	37.50	25	24
5	*	5.26	52.38	10.53	*	47.37		36.84	21	19
6	*	0.00	*	12.50	*	68.75	*	18.75	17	16
All Grades	21.90	7.08	32.23	32.50	30.99	41.67	14.88	18.75	242	240

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
K	86.54	12.77	*	82.98	*	4.26	52	47
1	73.47	63.27	*	34.69	*	2.04	49	49
2	64.86	44.44	*	55.56	*	0.00	37	45
3	*	17.50	63.41	70.00	*	12.50	41	40
4	*	29.17	60.00	41.67	*	29.17	25	24
5	52.38	10.53	*	73.68	*	15.79	21	19
6	*	12.50	*	68.75	*	18.75	17	16
All Grades	56.20	31.25	34.71	60.00	9.09	8.75	242	240

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
K	57.69	19.15	32.69	76.60	*	4.26	52	47
1	73.47	24.49	24.49	69.39	*	6.12	49	49
2	72.97	53.33	*	46.67	*	0.00	37	45
3	75.61	87.50	*	10.00	*	2.50	41	40
4	76.00	62.50	*	29.17	*	8.33	25	24
5	85.71	78.95	*	21.05	*	0.00	21	19
6	76.47	68.75	*	25.00		6.25	17	16
All Grades	71.90	50.42	21.90	45.83	6.20	3.75	242	240

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
K	*	0.00	75.00	91.49	*	8.51	52	47
1	46.94	22.45	42.86	61.22	*	16.33	49	49
2	51.35	4.44	*	88.89	*	6.67	37	45
3	*	12.50	60.98	57.50	31.71	30.00	41	40
4	*	8.33	72.00	50.00	*	41.67	25	24
5	*	0.00	66.67	57.89	*	42.11	21	19
6	*	0.00	*	31.25	*	68.75	17	16
All Grades	26.03	8.33	54.13	68.33	19.83	23.33	242	240

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
K	34.62	21.28	44.23	46.81	21.15	31.91	52	47
1	22.45	8.16	71.43	77.55	*	14.29	49	49
2	*	15.56	56.76	75.56	*	8.89	37	45
3	29.27	32.50	58.54	55.00	*	12.50	41	40
4	*	12.50	48.00	62.50	*	25.00	25	24
5	*	10.53	57.14	63.16		26.32	21	19
6	*	18.75	88.24	68.75		12.50	17	16
All Grades	29.75	17.50	58.68	64.17	11.57	18.33	242	240

Conclusions based on this data:

1. The speaking domain has the highest level percentage of students at the "Well Developed" level.

2. The reading domain has the highest level percentage of students at the "Beginning" level.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
367	**91.8**	**68.9**	**0.3**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	253	68.9
Foster Youth	1	0.3
Homeless	4	1.1
Socioeconomically Disadvantaged	337	91.8
Students with Disabilities	84	22.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.1
American Indian	5	1.4
Asian	8	2.2
Filipino	1	0.3
Hispanic	331	90.2
Two or More Races	7	1.9
White	11	3.0

Conclusions based on this data:

1. 92% of our students are considered Socioeconomically Disadvantaged
2. 69% of our students are considered English Learner students
3. 90% of our students are Hispanic

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Blue
Mathematics Yellow		

Conclusions based on this data:

1. Chronic Absenteeism is at the Red level
2. We plan to continue our LCAP work to improve these areas.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
40.6 points below standard	43.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1 points	Increased ++5.7 points	2
158	124	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
0 Students	43.7 points below standard	105.9 points below standard
	Maintained ++1.2 points	Declined -13 points
	142	55

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	3	2	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
41.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.7 points	1		5
144			

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
57.1 points below standard	9.7 points below standard	29.7 points below standard
Maintained ++1.7 points	Declined Significantly -19 points	Declined Significantly -35.6 points
88	36	33

Conclusions based on this data:

1. Students with Disabilities decreased by 14 points and are at the Red level.
2. All other groups maintained or increased
3. Over a 3 year period we have improved by 13 points

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
40.1 points below standard	43.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++20.2 points 158	Increased Significantly ++22.3 points 124	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Orange
	41.9 points below standard	102.7 points below standard
	Increased Significantly ++22.4 points 142	Increased Significantly ++25.9 points 55

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 38.4 points below standard Increased Significantly ++22.8 points 144	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
51.4 points below standard Increased Significantly ++18.3 points 88	22.9 points below standard Increased Significantly ++16.4 points 36	32.4 points below standard Increased ++8 points 33

Conclusions based on this data:

1. All groups increased significantly (Above 15 points of increase is really impressive!!!)
2. Students with Disabilities is at the orange level, however, this group increased significantly by 26 points.
3. English learners and Socio-economically disadvantaged students improved from orange to yellow.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46 making progress towards English language proficiency
Number of EL Students: 187
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
48	53	19	67

Conclusions based on this data:

1. We are at the Medium level and need to increase by 9% to obtain "High" level.
2. 86 students maintained ELPI Level 4 or Progressed at least one ELPI Level
3. 101 students decreased on ELPI Level or Maintained ELPI Level 1, 2L, 2H, 3L or 3H

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
12.1	11.6	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +4.1	Increased Significantly +5.5	6
387	267	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	12	20
4	Increased Significantly +4	Increased +9.3
	351	95

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	4	10	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
11.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	35.7
Increased Significantly +5.4	8	0	Increased +10.7
345			14

Conclusions based on this data:

1. 4 of the 5 groups are at the red level and increased significantly.
2. This area is a major area of focus.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not
Declined Significantly -1.4	Declined -0.8	6
394	269	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not	0	0
4	Declined Significantly -1.2	Declined -5.7
	355	96

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 5	Less than 11 Students - Data 4	Less than 11 Students - Data 10	Less than 11 Students - Data 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color		No Performance Color
0	Less than 11 Students - Data 8		0
Declined -0.9 352			Declined -8.3 14

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.4	0

Conclusions based on this data:

1. All groups are at the Blue level (which is exceptional!)
2. All are at 0% (it will be important to note that next year will likely not be blue, unless the rates remain at 0%).

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

Student Achievement

LEA/LCAP Goal

Increase student achievement for all students, with an emphasis on closing the achievement gap and attaining equity for English language learners, students from socioeconomically disadvantaged backgrounds, and students with exceptional needs.

Goal 1

Increase student achievement for all students, with an emphasis on closing the achievement gap and attaining equity for English language learners, students from socioeconomically disadvantaged backgrounds, and students with exceptional needs.

Identified Need

State Priority: Priority 1: Basic (Conditions of Learning), Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes)

- Survey results from the 2015-16 school year demonstrated that 54% or more of teachers received sufficient professional development and support to move beyond initial implementation of CCSS for mathematics.
- Survey results from the 2015-16 school year demonstrated that 29% of teachers received sufficient professional development and support to move beyond initial implementation of CCSS for English language arts.
- 0% of teachers have received training in California's new ELD standards.
- In the 2016-17 school year, our teacher misassignment rate was 0%.
- In 2016-17 100% of students were taught by Highly Qualified Teachers.
- 2016 Smarter Balanced (SBAC) test results for English Language Arts show that the average distance away from scoring a level 3 for All Students is -32.8, with a Performance Level of Yellow for the spring 2017 reporting period.
- 2016 Smarter Balanced (SBAC) test results for Mathematics show that the average distance away from scoring a level 3 for All Students is -37.2, with a Performance Level of Yellow for the spring 2017 reporting period.
- 2016 Smarter Balanced (SBAC) test results for English Language Arts show that the average distance away from scoring a level 3 for Students with Disabilities is -86.2, with a Performance Level of Red for the spring 2017 reporting period.
- On the CA Dashboard, the English Learner Progress Indicator had a Performance Level of Yellow for the spring 2017 reporting period.
- In February 2017, 36% of third graders scored At/Above Benchmark on the STAR Reading assessment

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts: CA Dashboard Academic	2019 Dashboard: Status: 41 below, Change: Decrease 1 point	2020 Dashboard Status: 38 below Change: Increase 3 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Indicator- Smarter Balanced (SBAC) (All Students) Status: average distance from level 3 Change: difference from the year prior Color: performance color	Color: Orange	Color: Yellow
English Language Arts (English Learner)	2019 Dashboard: Status: 44 below, Change: Increase 5 points Color: Yellow	2020 Dashboard Status: 31 below Change: Increase 3 points Color: Yellow
English Language Arts (Hispanic)	2019 Dashboard: Status: 42 below, Change: Increase 2 points Color: Orange	2020 Dashboard Status: 38 below Change: Increase 3 points Color: Yellow
English Language Arts (Socio Economically Disadvantaged)	2019 Dashboard: Status: 44 below, Change: Increase 1 Color: Orange	2020 Dashboard Status: 41 below Change: Increase 3 points Color: Yellow
Mathematics (CA Dashboard Academic Indicator- Smarter Balanced (SBAC))	2019 Dashboard: Status: 40 below, Change: Increase 20 Color: Yellow	2020 Dashboard Status: 37 below Change: Increase 3 points Color: Yellow
Mathematics (English Learner)	2019 Dashboard: Status: 43 below, Change: Increase 22 Color: Yellow	2020 Dashboard Status: 40 below Change: Increase 3 points Color: Yellow
Mathematics (Hispanic)	2019 Dashboard: Status: 38 below, Change: Increase 23 Color: Yellow	2020 Dashboard Status: 35 below Change: Increase 3 points Color: Yellow
Mathematics (Socio Economically Disadvantaged)	2019 Dashboard: Status: 42 below, Change: Increase 22 Color: Yellow	2020 Dashboard Status: 39 below Change: Increase 3 points Color: Yellow
English Learner Progress CA Dashboard Academic Indicator	2019 Dashboard: 46 %	2020 Dashboard 49 %

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELs making progress towards English Language Proficiency		

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, EL students, under performing students

Strategy/Activity

1A.4 Provide funding necessary to carry out professional development & staff collaboration opportunities (services, materials, consultants, travel/conferences, hourly pay/sub release, etc.) Topics are prioritized through the Accelerated Schools Process & by district identified needs. English Language Development,Guided Reading/Universal Access,Assessment, Data Analysis, & Focused Planning,Social Emotional Learning, Assessment Release Days, Other professional development opportunities aligned to district identified priorities.
Other notes: Provide professional development and staff collaboration for teachers and administrators to support
implementation of common instructional strategies, data analysis and increased student achievement.

Proposed Expenditures for this Strategy/Activity

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

34230	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Centralized-Professional Development
10,000	Title III 5800: Professional/Consulting Services And Operating Expenditures Centralized-Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, EL students, under performing students

Strategy/Activity

1A.6 Provide the district and school site leadership necessary to support student achievement, including: planning professional development, facilitating Accelerated Schools Process work, monitoring student progress, overseeing intervention services, overseeing implementation of districtwide action plans, and supporting English Learner progress through in-classroom coaching, student data chats, English Learner focused trainings, etc. (Academic Deans and Curriculum & Assessment coordinator).
Other Notes: Portion of salaries used to 1) collect and analyze data to support and improve student intervention efforts, 2) evaluate and monitor implementation of program components, 3) ordering supplemental materials and online subscriptions and 4.) plan and implement professional development opportunities

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

39362	Title III 1000-1999: Certificated Personnel Salaries Centralized--Curriculum and Assessment Coordinator

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Struggling Students, EL Students

Strategy/Activity

1A.17 Implement ELD action plan.

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

5,000	Title III 1000-1999: Certificated Personnel Salaries Centralized

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, EL students, under performing students

Strategy/Activity

1A.18 Provide additional staff, services, & materials for English Learner Students:
- Support for newcomer students via Rosetta Stone software
- Oversight & support for administration of the English Learner state test (ELPAC), including substitute teachers

- Oversight of the redesignation process (RFEP)
- Teacher on Special Assignment position to support the above

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

3231	Title III Immigrant Education Program 1000-1999: Certificated Personnel Salaries Centralized
6692	Title III 1000-1999: Certificated Personnel Salaries Centralized

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, EL students, under performing students

Strategy/Activity

1A.24 Provide funding for site-based intervention/tutoring: Early Literacy Intervention, Math and/or Reading/Language Arts tutoring based on site determined needs, English Learners, including academic support and language support
Other notes: To support students who are struggling academically by having direct instruction and support by a certificated teacher

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

16,000	Title III 1000-1999: Certificated Personnel Salaries Site Based Tutoring

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, EL students, under performing students

Strategy/Activity

Indirect Costs (ICR 5.36%)

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

15,165	Title I 5000-5999: Services And Other Operating Expenditures Centralized
1,393	Title II Part A: Improving Teacher Quality Centralized

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

See LCAP

Strategy/Activity

The items below are in the LCAP, but are not paid for by categorical funds.
These items meet the Basic Plan Requirements #2 (A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students)

1A.21 For Redesignated English Proficient (RFEP) Pupils, monitor students' progress towards proficiency in the Common Core State Standards for four years.

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

	See LCAP

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

See LCAP

Strategy/Activity

The items below are in the LCAP, but are not paid for by categorical funds.
These items meet the Basic Plan Requirements #1 (A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student)
1A.13 Continue to conduct Accelerated Schools Process (ASP) inquiry work to help determine districtwide action plans to support student achievement.
1A.14 Purchase & implement district adopted curriculum aligned to Common Core State Standards (CCSS)/California State Standards, including replacement/consumable materials, as well as funds

to support the upcoming new science adoption for implementation of the Next Generation Science Standards.
1A.19 Implement English language arts action plan to increase student mastery of Common Core State Standards/CA State Standards: focus on Thinking Maps, Write from the Beginning, & Close Reading.
1A.20 Implement math action plan to increase student mastery of Common Core State Standards/CA State Standards: focus on Assessment, Number Talks, Performance Tasks, & Differentiated Instruction
1A.22 Implement early literacy action plan, including tier 1 and 2 reading supports & the universal access/guided reading program, in grades K-3, to increase third grade reading proficiency.
1A.26 Each school site will implement an incentive plan to encourage summer reading.
1A.27 The Special Education Director and Special Education Staff will hold ongoing collaboration and planning meetings to monitor the academic progress of students receiving special education services, better align our special education program with the general education program and meet students' individual needs.
1A.28 Implement plan to increase, monitor and support students' independent reading. Provide funds for the following: Accelerated Reader and related supplies, Replacement books and/or new books for school or classroom libraries, Library materials/supplies
1A.29 Implement SELPA approved 2018- 19 Performance Indicator Review (PIR) Improvement Plan to support improved outcomes for Students with Disabilities in the following areas: English Language Arts Achievement (State Performance Plan Indicator 3c) Mathematics Achievement (State Performance Plan Indicator 3c) Page 94 of 203 Least Restrictive Environment (State Performance Plan Indicator 5b) Suspension and Expulsion (State Performance Plan Indicator 4a)
1A.30 Provide Boys & Girls Club program to support academic achievement, enrichment, and afterschool care for students, including additional funds to support increased kindergarten enrollment

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

See LCAP

Strategy/Activity

The items below are in the LCAP, but are not paid for by categorical funds. These items meet the Basic Plan Requirements #3 (A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

1A.3 Fund five calendared professional development days to support closing of the achievement gap and attainment of LCAP goals for low income, English learner, and foster youth

1A.11 Provide professional development for instructional assistants/classified staff.

1A.4 Provide funding necessary to carry out professional development & staff collaboration opportunities (services, materials, consultants, travel/conferences, hourly pay/sub release, etc.) Topics are prioritized through the Accelerated Schools Process & by district identified needs.

- English Language Development
- Guided Reading/Universal Access
- Assessment, Data Analysis, & Focused Planning
- Social Emotional Learning
- Assessment Release Days
- Other professional development opportunities aligned to district identified priorities.

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

	See LCAP

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

See LCAP

Strategy/Activity

The items below are in the LCAP, but are not paid for by categorical funds.
1A.1 Provide a Highly Qualified Teaching staff to all students, including all significant subgroups (e.g. Hispanic/Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Foster Youth, Special Education, etc.)
1A.2 Continue to ensure that students in grades Transitional Kindergarten through Third Grade benefit from a reduced class size of 24 pupils or less. This provides increased academic support and individual assistance to these students. Fund additional teachers needed to support this.
1A.5 Provide high quality district and site leadership team (principals & superintendent)
1A.7 Provide mandated Special Education Services, including funding for special education staff (Director of Special Education Services, Psychologists, RSP, Special Day Class, Speech, Instructional Assistants, etc.)
1A.8 Maintain additional school psychologist FTE to provide increased/ improved services for tier two behavior supports, crisis support & risk assessment, and student achievement.
1A.9 Provide qualified substitute coverage for teacher absences (illness, personal leave, maternity leave, 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.

	See LCAP

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

See LCAP

Strategy/Activity

The items below are in the LCAP, but are not paid for by categorical funds. These items meet the Basic Plan Requirements #3 (A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

1A.3 Fund five calendared professional development days to support closing of the achievement gap and attainment of LCAP goals for low income, English learner, and foster youth.

1A.11 Provide professional development for instructional assistants.

The following is paid for by categorical funds and listed above:

1A.4 Provide funding necessary to carry out professional development & staff collaboration opportunities (services, materials, consultants, travel/conferences, hourly pay/sub

release, etc.) Topics are prioritized through the Accelerated Schools Process & by district identified needs, including:

- Thinking Maps
- Write from the Beginning
- Guided Reading/Supporting Struggling Readers
- Assessment & collaboration release days
- Other trainings & conferences aligned to district

identified priorities

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

	See LCAP

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.

Review of the district's results for the student achievement indicators on the CA Dashboard, as well as additional Annual Measurable Outcomes in the LCAP, has shown that the district is making gains in student achievement for both English language arts and math. The district moved up performance levels, from orange to yellow, in both subject areas. Student literacy in the primary grades has been a large focus for the district, and we were proud to see that the percent of third graders reading at grade level increased by 8% in one school year, as measured by the STAR Reading assessment. While Lexia results did show a decline, STAR results are a stronger predictor for how still students will perform on the Smarter Balanced assessment. While our data review showed that the district is making positive gains, we are always striving to improve, and there is still a need to work towards closing the achievement gap in both English language arts and 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.

Action step 1A.4- Costs for professional development were less than anticipated due to decreased use of consultants to provide
trainings and a smaller need for release days
Action step 1A.18- Costs for English Learner services/supplemental materials were less than anticipated.
Action step 1A.24- Costs were reduced for tutoring/intervention due to lower enrollment/decreased operating budget; however the
overall budget still reflected an increase from 2017-18 to 2018-19.

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.

No changes are planned.

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

Well Rounded Education

LEA/LCAP Goal

Provide a well-rounded education with access to a robust and engaging curriculum as well as enrichment, technology and extracurricular activities.

Goal 2

Provide a well-rounded education with access to a robust and engaging curriculum as well as enrichment, technology and extracurricular activities.

Identified Need

State Priority: Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

- In 2014-2015, 39% of 5th graders were rated as Needs Improvement- Health Risk for Body Composition, according to the California Physical Fitness Test.
- In 2014-15, in a districtwide student survey, 47% of students reported that foundational technological skills, like typing using the internet, and formatting documents, are easy for them to perform.
- In a spring 2016 districtwide survey, 74% of teachers said they had access to tech devices for students whenever they needed them.
- In 2014-15, there were 0 systematized plans in place in the district to ensure that all students, including unduplicated pupils and students with exceptional needs, were getting full access to science and social studies, had opportunities for inquiry and hands-on science, and opportunities for enrichment in areas such as the visual and performing arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chromebook inventory	100% of 1st-6th students will have 1:1 access to Chromebooks in the classroom.	100% of 1st-6th students will have 1:1 access to Chromebooks in the classroom.
English Language Arts: CA Dashboard Academic Indicator- Smarter Balanced (SBAC)- All Students	2019 Dashboard: Status: 41 Below Change: Decrease 1 point Color: Orange	2020 Dashboard: Status: 38 below Change: Increase 3 points Color: Yellow
Mathematics: CA Dashboard Academic Indicator- Smarter Balanced (SBAC)-All Students	2019 Dashboard: Status: 40 below Change: Increase 20 points	All Students: 2020 Status: 37 below Change: Increase 3 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Color: Yellow	Color: Yellow

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, EL Students, under performing students

Strategy/Activity

2A.9 Replace technology devices, charging carts, and related technology services, as needed, to continue supporting expanded student and teacher access, which includes:

- 1:1 access to chromebooks in grades 1-6
- Half class sets of chromebooks in Kindergarten · One small group of iPads in Transitional Kindergarten
- Necessary teacher & classroom technology (chromebook, printer, document camera, LCD projector, 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.

21,929	Title IV Part A: Student Support and Academic Enrichment 2000-2999: Classified Personnel Salaries Centralized

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

See LCAP

Strategy/Activity

The items below are in the LCAP, but are not paid for by categorical funds.

2A.1 Implement science ad hoc action plan/Districtwide adoption of Maker Education.

2A.2 Provide funds to augment district/school site and classroom budgets for materials, supplies, services & support that enrich students' education beyond the basics, help pupils attain academic goals and participate in enhanced learning opportunities, such as assemblies and field trips.

2A.3 Provide enrichment opportunities for all students:

- Implement enrichment action plan/provide classroom funds for expanded access to visual and performing arts
- Fund additional school/district enrichment opportunities (e.g. optional classes, summer opportunities, schoolwide events, etc.)

2A.4 Continue to provide library time for all classes; fund library assistant positions.

2A.5 Continue to provide computer lab time for all 1st-6th grade classes; fund computer lab assistants.

2A.6 Continue to fund music program for selected grade levels.

2A.7 Continue to fund afterschool extracurricular activities: drama and sports.

2A.8 Ensure all students, including English Learners and students with exceptional needs, are receiving 200 minutes of physical education every ten days.

2A.10 Provide software, hardware, materials, equipment, infrastructure and services necessary to support ongoing technology needs & implementation of district technology plan.

2A.11 Fund technology coordinator.

2A.12 Provide funds for technology staff and supplemental costs related to increased technology access (technology department staff, hardware, software, lab equipment, etc.).

2A.14 Science Ad hoc members will pilot select NGSS curriculums to make recommendations for adoption

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

	See LCAP

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 district met almost all Annual Measurable Outcomes (AMO) for this goal, with the exception of the datapoint related to foundational technology skills, which was just slightly under our AMO.

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

Action Step 2A.9- Costs for classroom technology were more than anticipated. The district purchased chromebook replacements ahead of schedule in order ensure ongoing student access to technology in light of a decreased operating budget/lower enrollment.

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.

No changes are planned

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

Through College Vision & Family/Student Engagement

LEA/LCAP Goal

Prepare students for the pathway to college/postsecondary success by promoting our Through College vision, increasing parent involvement, and focusing on physical, social, and emotional well-being.

Goal 3

Prepare students for the pathway to college/postsecondary success by promoting our Through College vision, increasing parent involvement, and focusing on physical, social, and emotional well-being.

Identified Need

State Priority: Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement)

- In 2015-16 less than 20% of parents, including the parents of unduplicated pupils and students with exceptional needs, attended district-wide parent education programs and events that focus on supporting their children
- In 2015-16, 90% of parents or more, including the parents of unduplicated pupils and students with exceptional needs, attended parent conferences, where they received information on the common core standards and grade level learning goals for their child. A second round of official parent conferences was not offered.
- In the 2015-16 Healthy Kids Survey, 58% of 5th grades students reported high academic motivation.
- In the 2015-16 Healthy Kids Survey, 78% of 5th grade students reported high levels of school connectedness.
- In a 2016 districtwide student survey of 3rd-6th graders, 82% of students reported that they plan to go to college.
- In 2015-16, less than 1% of students were expelled.
- In 2015-16, the district suspension rate was less than 4%.
- In 2015-16, the district attendance rate was 96%.
- In 2015-16, the district chronically absenteeism rate was 8% (Sheppard Elementary- 5%, Roseland Elementary- 10%, Roseland Creek

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Indicator	2019 Dashboard: Status: 0% Change: Decrease 1.4% Color: Blue	2020 Dashboard: Maintain 0% or do not increase by more than 0.3%
Suspension Rate (EL)	2019 Dashboard: Status: 0%	2020 Dashboard:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Change: Decrease 0.8% Color: Blue	Maintain 0% or do not increase by more than 0.3%
Suspension Rate (Hispanic)	2019 Dashboard: Status: 0% Change: Decrease 0.9% Color: Blue	2020 Dashboard: Maintain 0% or do not increase by more than 0.3%
Suspension Rate (Socio-economically disadvantaged)	2019 Dashboard: Status: 0% Change: Decrease 1.2% Color: Blue	2020 Dashboard: Maintain 0% or do not increase by more than 0.3%
Suspension Rate (Students with Disabilities)	2019 Dashboard: Status: 0% Change: Decrease 5.7% Color: Blue	2020 Dashboard: Maintain 0% or do not increase by more than 0.3%
Chronic Absenteeism Indicator	2019 Dashboard: Status: 12.1% Change: Increase 4.1% Color: Red	2020 Dashboard: Status: 10% Change: Decrease 2.1% Color: Green
Chronic Absenteeism (EL)	2019 Dashboard: Status: 11.6% Change: Increase 5.5% Color: Red	2020 Dashboard: Status: 10% Change: Decrease 1.6% Color: Green
Chronic Absenteeism (Hispanic)	2019 Dashboard: Status: 11.6% Change: Increase 5.4% Color: Red	2020 Dashboard: Status: 10% Change: Decrease 1.6% Color: Green
Chronic Absenteeism (Socio-economically disadvantaged)	2019 Dashboard: Status: 12.0% Change: Increase 4.0% Color: Red	2020 Dashboard: Status: 10% Change: Decrease 2% Color: Green
Chronic Absenteeism (Students with Disabilities)	2019 Dashboard: Status: 20% Change: Increase 9.3% Color: Orange	2020 Dashboard: Status: 10% Change: Decrease 10% Color: Green

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

3A.9 Counseling Services Continue to provide counseling services for students to provide conflict management and social emotional support, as well as to build college and career awareness.

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

96392	Title I 1000-1999: Certificated Personnel Salaries Centralized

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

See LCAP

Strategy/Activity

1 The Family/Preschool Liaison Coordinator position will be discontinued; however, parent education opportunities and preschool/district collaboration will continue and be assigned to other school/district leadership team members or designees.
3A.2 Add a second round of parent conferences for all parents in order to increase parent communication related to student achievement, educational goal setting, and supporting learning in the home.
3A.4 Continue to send home district/school newsletters and provide other means of family/school communication (e.g. robocalls, website, etc.).
3A.5 Continue to implement monthly Parent Club Meetings at each school site to inform parents of schoolwide events, educational goals, and information on how parents can support their child(ren)'s education.
3A.6 Continue to conduct schoolwide events that promote a strong school culture & increased student and family engagement (e.g. family barbeque)
3A.7 Continue to fund student service managers, who provide behavior counseling & support, and facilitate schoolwide activities that promote student motivation and school connectedness.
3A.8 Implement Social Emotional Wellness/Behavior Ad Hoc Action Plan, including Social Emotional Learning (SEL) curriculum, utilization of a baseline screening tool, and staff collaboration time for SEL standards.
3A.10 Each school site will implement a plan to maintain low Chronic Absenteeism rates, including: Monitoring attendance of students who are in danger of being chronically absent or are chronically absent, Monitoring attendance of all homeless students in order to intervene early and provide

necessary support , Providing additional guidance and support to chronically absent students and their families
3A.11 Continue to fund Community Action Partnership services, which includes family advocacy and puberty education.
3A.12 Provide school nursing services.
3A.13 Continue offering universal breakfast & healthy lunch options. Fund cafeteria encroachment.
3A.14 Form a small workgroup to review the district's Through College Action Plan and determine next steps for implementation in order to increase

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

	See LCAP

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.

Describe the overall implementation of the actions/services to achieve the articulated goal. All actions and services for this goal were implemented as planned.

Areas of strength:

- High parent attendance at both rounds of parent conferences (95%+ attendance).
- Suspension rates and chronic absenteeism rates are well below the state average.
- The vast majority of parents feel encouraged and supported to be involved in their child's education.

Areas of challenge:

- The percent of students responding that they plan to go to college is lower than the district's goal.
- The percent of students reporting high academic motivation and high rates school connectedness on the CA Healthy Kids Survey is lower than the previous cohort of fifth graders who took the survey and lower than our Annual Measurable Outcomes.
- Chronic absenteeism rate for homeless students is a concern.

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

No major differences.

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.

No changes

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

Facilities and Basic Services

LEA/LCAP Goal

Provide well-maintained facilities conducive to 21st century learning and other basic/district services that support daily operations of the school sites.

Goal 4

Provide well-maintained facilities conducive to 21st century learning and other basic/district services that support daily operations of the school sites.

Identified Need

State Priority: Priority 1: Basic (Conditions of Learning), Priority 6: School Climate (Engagement)

- In the 2015-16, Healthy Kids Survey, 89% of students reported that they felt safe at school most or all of the time
- In 2015-16, using the Facilities Inspection Tool, all schools were rated as in Good or Exemplary Repair.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
See LCAP		

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)

See LCAP

Strategy/Activity

4A.1 Ensure that facilities are well maintained and meet the needs of 21st century learners. Provide funding for custodial, maintenance, repairs, utilities, supplies, etc.
4A.2 Ensure students are safe on campus (yard duties/instructional assistant supervision/crossing guards).
4A.3 Maintain district office and school office staff
4A.4 Provide school site/classroom budgets for basic supplies, materials and services.
4A.5 Continue to provide funding to maintain Roseland School District Board of Trustees (Health and Welfare benefits, meeting costs, trainings, supplies, and services as needed).
4A.6 Continue to fund other ongoing necessary services and supplies to operate school sites and the district, including: legal, auditing, membership fees, postage, mileage, printing, equipment

rentals, negotiations costs, educational consultants, startup funds, materials & incentives, etc., as well as related employee supplemental pay.
4A.8 Provide additional transportation services/busing to and from school to ensure that low income pupils, foster youth and English Learners arrive safely to and from school and maintain good attendance.
4A.10 Provide funds to pay long-term debt for gym/community room on RAMS/Sheppard campus.
4A.11 The facilities director and superintendent or designee will communicate with school site principals and complete campus walkthroughs to determine necessary repairs and ongoing priorities for facilities.
4A.12 Implement school safety plans, including preparedness for emergency situations (trainings on procedures, drills, 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.

	See LCAP

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.

NA

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

NA

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.

NA

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	$

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 ($)

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

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

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

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
William Nilsen	Principal
April Melendez	Classroom Teacher
Laura Carreno	Other School Staff
Maria Saunders	Classroom Teacher
Lindsay Strouse	Classroom Teacher
Jennifer Carter	Parent or Community Member
Alicia Paez	Parent or Community Member
Biri Lopez	Parent or Community Member
Julissa Manzo	Parent or Community Member
Sabdra Gradilla	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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Compensatory Education Advisory Committee
	Other: DAIT Team, District Assistance and Intervention Team, DSLT team, District-School Liaison Team, SAW-School as a Whole, Site and District Cadres.

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 .

Attested:

Principal, William Nilsen on

SSC Chairperson, William Nilsen 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.

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019