

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
Baldy View Elementary School	36 75069 6037204	11-15-18	

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.

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).

Informal and formal teacher surveys indicate that the following are high priority needs for our school:

- PBIS, AVID, Daily 5 and Technology are the school's highest priorities
- Introductory initial training in Universal Design for Learning (UDL) strategies.
- Time and resources to better understand and to plan for explicit teaching of how to "Communicate" and "Collaborate" as students and as educators
- Continued professional development in using AVID strategies centered on Organization and Note Taking in grades 4 - 6
- Continued professional development in using the Daily 5 structure in grades K - 3
- Continued professional development in the use of Thinking Maps as a common language in all grades
- Continued professional development in the use of Thinking Maps develops throughout the grade levels
- On going support in the practice of engaging students in the academic content and in delivering engaging lessons for all students
- Professional development in better understanding and implementing the Common Core State Standards
- Technology: Google Classroom, Illuminate,
- training in the use of technology to enhance learning and deeper thinking
- resources for addressing the Mental Health issues within our community
- resources and training in addressing our growing EL population
- implementation of an SEL curriculum

CA Healthy Kids Survey

- 57% of our students report high levels of caring relationships with a teacher or other adult at their school
- 70% of students report high levels of high expectations from a teacher or other adult at their school
- 24% of the students report high levels of opportunities for meaningful participation at their school
- 74% of the students report high levels of personal school connectedness

Parent Meetings

- parents express appreciation for the level of support and engagement they feel from the staff at Baldy View
- parents express a concern with the growing issue of bullying evident in society as well as with internet safety

Classroom Observations

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

Daily and weekly walk through visits completed by principal, vice principal as well as occasional visits with district personnel demonstrate the staff's awareness of the academic needs of the students and the needs the teachers have with regards to making a transition to the Common Core State Standards. It is clear that the Baldy View teachers understand the importance of creating a warm and positive learning environment - one that is nurturing as well as challenging. Teachers throughout the school consistently challenge themselves to provide effective and innovative lessons that will increase the amount of learning through student engagement. They are committed to on-going professional development either through the district, the site or through self-chosen opportunities. They provide students with additional support and intervention when necessary and increase the rigor when the student requires it.

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)

Teachers in grades K-6 utilize iReady diagnostic data in ELA & Math 3 times a year for the leveling and grouping of students. Individual teachers and grade levels use formal assessment data (both trimester benchmarks and SBAC testing) to guide instruction and to improve student achievement. Teachers are beginning in the second trimester of the current year to use the SBAC Interim Assessments and Sample Questions individually in their classrooms as well as to take the place of the formal district benchmarks. Like at nearly every site in California, there is a need to further understand what the new evaluation tools will be telling about our learning systems and our ability to guide our students into deep and rigorous thinking. Fountas and Pinnell, ESGI, SIPPS and Wonders Unit tests are utilized throughout each trimester.

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

Baldy View and Upland teachers have begun to make use of the Smarter Balance Digital Library as a resource for building their repertoire of ongoing formative assessments. Our teachers also have available to them assessments through Key Data Systems in Illuminate, which help enhance the use of formative assessment tools. In addition to assessments within units that are teacher-generated and open for staff to develop and refine throughout the year, teachers are putting in place ever-present formative assessments embedded within lessons that allow constant adjustments to instruction. Student data is used daily, weekly and at the trimester. As annual state data to evaluate school wide, grade level, classroom and individual performance becomes more available, it is also beginning to inform larger instructional decisions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Baldy View's teachers are highly qualified as per ESEA

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

Baldy View has 26 fully credentialed teachers, 1 reading specialist, 1 RSP teacher, a School Psychologist, Speech Pathologist, P.E. teacher and Adaptive P.E. teacher, Music teacher. All teachers have access to district led staff development through opportunities such as Upland University and site selected professional development. UUSD teachers have access and accounts in The Teaching Channel where they can view instructional models through hundreds of videos alone or with their department or grade level colleagues. Teachers also have access to the SBAC Digital Library to increase their use of formative assessments. Teachers have been given coaching on new instructional initiatives including AVID and Go Math.

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

Teachers have been offered professional development opportunities in the areas of Technology, Common Core State Standards in ELA, Math, Science as well as multiple strategies and programs that are consistent with the goals of the 21st Century initiatives and those of the LCAP. More focused conferences and workshops have included: iReady, PBIS, Second Step, Go Math, Daily 5, Close Reading, AVID, Thinking Maps, CELDT/ELPAC, Teaching Channel, Google Drive, etc.

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

Bi-monthly staff meetings at the site begin with a follow up to professional development - typically with a review of one or more videos from the Teaching Channel, Thinking Maps & AVID strategies. The district has provided access to an outside instructional coach for mathematics to assist teachers in the implementation of CCSS in Math. We have also had and will continue to have access to AVID instructional coaches who can provide our teachers with assistance with those strategies. The district is also offers professional development opportunities to support the implementation of Daily Five and Thinking Maps. Baldy View also has the support from its Reading Specialist as well as RSP teacher. Teachers are given release time to observe colleagues in their classrooms.

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

All teachers participate in weekly PLC meetings to review data, plan and align curriculum. They also take from 1 to 3 Structured Teacher Planning days at the end of the trimesters to review student assessment data and plan instruction and interventions. Formal vertical articulation meetings do not yet take place systematically but teachers from multiple grade levels do meet to review student progress. Summer and beginning of the year are also times when whole staff meetings bring together teacher groups represented by several grades. Grade level alike planning and professional development takes place per district goals and initiatives.

Teaching and Learning

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

This year's school wide focus is centered on addressing the Social Emotional Learning needs of the students. We will also focus on Literacy and Numeracy using the district developed fidelity tools. Work will continue with 21st C skills of Communication and Collaboration. As a site, we are using our key programs of Thinking Maps, AVID and Daily 5 as well as iReady to support students school wide in developing these skills.

Baldy View teachers are strong with their alignment of curriculum which they ensure takes place through the grade level planning time provided at their Wednesday PLC meetings. District provided training in materials offered at key times during the year and summer ensure further alignment and consistency. Teachers are building their capacity to collaborate and assist each other with materials (Go Math, Ready Common Core), Instruction (Number Talks, Close Reading), and their movement towards standards-based grading.

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

All classes meet the minimum requirements for instructional minutes at Baldy View Elementary. ELD instruction is provided to all EL students Monday - Friday by the classroom teachers within each grade level.

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

Baldy View's Reading Intervention schedule is at the core of the school's tier II intervention schedule. The students are assessed at the beginning of the year and at the end of the intervention period - approximately 8 weeks. The Fountas and Pinnell, SIPPS and Wonders reading and assessment program is used for placement and on going evaluation of student progress. SRI results are used for placement in the intervention rotations for upper grades.

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

Standards-based materials are available to all students. This year our district is fortunate to be implementing a newly adopted ELA/ELD series. In addition, resources that are now Common Core aligned and built, are available for teachers to, explore, download and purchase with site funds. In the area of math students have available to them Ready Common Core, Go Math, etc. Support and Reinforcement materials as well as online programs that are standards-based are also made available to teachers.

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

Baldy View uses SBE-adopted and standards-aligned instructional materials. Fountas and Pinnell LLI,, Achieve 3000, Fountas and Pinnel and Imagine Learning are used for reading intervention with struggling readers as well as those students in special education.

Opportunity and Equal Educational Access

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

Under performing students receive additional services within their regular classroom through differentiation, small group instruction and re-teaching activities. In many cases, teachers also offer personal time to the students during the school day or after school to assist with lessons and content. Struggling readers also take part in the Reading Intervention program for 35 minutes daily, while EL students receive separate and dedicated ELD blocks from Monday - Friday. Vocabulary Tool Kits (Kate Kinsella) are being used in grades 3 - 6.

Evidence-based educational practices to raise student achievement

Classroom instruction and activities are research-based and continuously reviewed by individual teachers and grade levels for their effectiveness with their students. The district has provided the Teaching Channel as a resource to continue each site's work with best practices as they relate to student success. Teachers also have access to the CAASPP digital library to bolster common core lessons with increased rigor, as well as iReady lessons. Baldy View uses Reading Counts, AVID, Thinking Maps, Daily 5 to help increase student achievement.

Parental Engagement

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

Baldy View has a PTA that is dedicated to bringing diverse programs and opportunities for students. Reinstating the school's ELAC and SSC has been a priority for this year. Their input in creating a comprehensive plan for the school wide program is essential. Baldy View parents avail themselves of tutoring services provided by the district through SES. Access and after school homework programs in the community provide additional support.

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 participate in Baldy View's programs as classroom volunteers, in Book Fairs and special events, and on field trips. Back to School Night, Open House, fundraising events, student band concerts, community readers who help celebrate literacy all are examples of the type of parent involvement which is on the rise.

Our efforts this year are aimed at re-starting our ELAC and SSC membership in order to enlist the help of our parents in the development of our program planning and evaluation.

Funding

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

Categorical funds are responsible for Baldy View's reading intervention program and the support personnel that is hired to implement it. Support materials are purchased with these categorical funds. Some of the support is online and licences must be purchased. Categorical funds also support after school tutoring for under performing students as well as EL students. Professional development for teachers aimed at increasing student achievement is also possible through categorical funds, as is support and reinforcement through technology. The hardware, training and licenses for services that use technology are purchased with categorical funds.

Fiscal support (EPC)

Funds come to Baldy View through district general fund, categorical funds, PTA and grade level fund raisers.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

After close review of the school's SBAC data and the State Dashboard during the months of August and September, our Site Plan was developed with the help of the school's Leadership Team, School Site Council, ELAC and the Baldy View Administrative Team.

Resource Inequities

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

There are none.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.6%	0.50%	0.53%	4	3	3
African American	11.7%	9.63%	11.88%	74	58	67
Asian	2.2%	1.50%	1.42%	14	9	8
Filipino	0.8%	0.83%	0.89%	5	5	5
Hispanic/Latino	72.3%	75.25%	72.52%	459	453	409
Pacific Islander	0.6%	0.50%	0.53%	4	3	3
White	8.8%	8.14%	7.45%	56	49	42
Multiple/No Response	%	1.16%	2.3%		7	13
Total Enrollment				635	602	564

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	93	86	88
Grade 1	75	79	63
Grade 2	92	74	77
Grade3	96	90	74
Grade 4	89	91	88
Grade 5	88	86	86
Grade 6	102	96	88
Total Enrollment	635	602	564

Conclusions based on this data:

1. General enrollment is down at Baldy View in all but one grade level.
2. The demographics at Baldy View are changing in a pattern consistent with that of the district - the percentage of Hispanic students is gradually moving from 70% to closer to 80%.
3. The Hispanic/Latino subgroup is increasing while our African American, White and Asian populations are decreasing,

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	113	110	107	17.8%	18.3%	19.0%
Fluent English Proficient (FEP)	58	59	45	9.1%	9.8%	8.0%
Reclassified Fluent English Proficient (RFEP)	25	20	0	20.3%	17.7%	0.0%

Conclusions based on this data:

1. Our percent of English Learners has stayed consistent over the past three years, just under 20 students. In the past three years, the number of EL students has gone from 123 to 110.
2. Our FEP population showed substantial increase in number of students from 2015-2018, more specifically from 39% - 59%.
3. The number of Reclassified students has declined by near 3% since the adoption of the ELPAC.

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	100	87	81	100	86	81	100	86	81	100	98.9	100
Grade 4	86	89	93	84	88	93	84	88	93	97.7	98.9	100
Grade 5	94	84	87	92	84	87	92	84	87	97.9	100	100
Grade 6	105	93	90	102	92	90	102	92	90	97.1	98.9	100
All Grades	385	353	351	378	350	351	378	350	351	98.2	99.2	100

* 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	2385.	2422.	2410.	13.00	25.58	19.75	22.00	18.60	23.46	18.00	32.56	27.16	47.00	23.26	29.63
Grade 4	2399.	2400.	2441.	7.14	5.68	15.05	13.10	22.73	23.66	19.05	10.23	22.58	60.71	61.36	38.71
Grade 5	2476.	2477.	2476.	14.13	15.48	13.79	28.26	28.57	22.99	23.91	19.05	26.44	33.70	36.90	36.78
Grade 6	2503.	2521.	2525.	8.82	16.30	14.44	31.37	29.35	32.22	34.31	27.17	33.33	25.49	27.17	20.00
All Grades	N/A	N/A	N/A	10.85	15.71	15.67	24.07	24.86	25.64	24.07	22.29	27.35	41.01	37.14	31.34

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	13.00	27.91	16.05	35.00	37.21	54.32	52.00	34.88	29.63
Grade 4	11.90	10.23	15.22	34.52	43.18	53.26	53.57	46.59	31.52
Grade 5	18.48	26.51	14.94	48.91	38.55	55.17	32.61	34.94	29.89
Grade 6	15.69	17.39	22.22	47.06	55.43	52.22	37.25	27.17	25.56
All Grades	14.81	20.34	17.14	41.53	43.84	53.71	43.65	35.82	29.14

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	14.00	19.77	16.05	47.00	54.65	50.62	39.00	25.58	33.33
Grade 4	7.14	4.60	13.04	38.10	34.48	54.35	54.76	60.92	32.61
Grade 5	18.48	18.07	24.42	43.48	44.58	43.02	38.04	37.35	32.56
Grade 6	15.69	22.83	13.33	57.84	41.30	56.67	26.47	35.87	30.00
All Grades	14.02	16.38	16.62	47.09	43.68	51.29	38.89	39.94	32.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.00	22.09	11.11	66.00	63.95	72.84	23.00	13.95	16.05
Grade 4	3.57	9.09	18.28	52.38	64.77	60.22	44.05	26.14	21.51
Grade 5	11.96	16.87	10.34	63.04	51.81	64.37	25.00	31.33	25.29
Grade 6	8.82	19.57	16.67	70.59	59.78	72.22	20.59	20.65	11.11
All Grades	8.99	16.91	14.25	63.49	60.17	67.24	27.51	22.92	18.52

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	15.00	23.26	16.05	41.00	54.65	54.32	44.00	22.09	29.63
Grade 4	8.33	3.41	15.22	40.48	47.73	46.74	51.19	48.86	38.04
Grade 5	20.65	16.87	17.24	46.74	50.60	49.43	32.61	32.53	33.33
Grade 6	15.69	23.91	22.22	58.82	58.70	66.67	25.49	17.39	11.11
All Grades	15.08	16.91	17.71	47.09	53.01	54.29	37.83	30.09	28.00

Conclusions based on this data:

1. The areas of Listening and Research/Inquiry continue to be where BV students show the highest percentage of students Above/At/Near Meeting the Standard, with 72% and 62% respectively. .
2. Baldy View's students have much room to improve in the areas of Reading and Writing, in which 44% and 39% of students scored below standard.
3. Overall nearly 60% of Baldy View students scored at least Near Standard, demonstrating that many of our students are in a good position to excel in their future studies. This still leaves 40% Below Standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	100	87	81	100	86	81	100	86	81	100	98.9	100
Grade 4	86	89	93	85	88	92	85	88	92	98.8	98.9	98.9
Grade 5	94	84	87	92	84	87	92	84	87	97.9	100	100
Grade 6	105	93	90	102	92	89	102	92	90	97.1	98.9	98.9
All Grades	385	353	351	379	350	349	379	350	350	98.4	99.2	99.4

* 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	2399.	2454.	2430.	9.00	23.26	16.05	27.00	41.86	30.86	24.00	23.26	32.10	40.00	11.63	20.99
Grade 4	2405.	2421.	2465.	3.53	3.41	13.04	9.41	20.45	26.09	37.65	23.86	42.39	49.41	52.27	18.48
Grade 5	2448.	2459.	2476.	5.43	7.14	12.64	10.87	15.48	13.79	30.43	25.00	27.59	53.26	52.38	45.98
Grade 6	2491.	2508.	2501.	5.88	11.96	12.36	24.51	17.39	20.22	35.29	43.48	32.58	34.31	27.17	34.83
All Grades	N/A	N/A	N/A	6.07	11.43	13.47	18.47	23.71	22.64	31.66	29.14	33.81	43.80	35.71	30.09

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	24.00	46.51	26.25	25.00	39.53	45.00	51.00	13.95	28.75
Grade 4	8.24	7.95	19.57	21.18	30.68	45.65	70.59	61.36	34.78
Grade 5	6.52	9.52	18.39	26.09	33.33	32.18	67.39	57.14	49.43
Grade 6	13.73	22.83	21.35	39.22	39.13	32.58	47.06	38.04	46.07
All Grades	13.46	21.71	21.26	28.23	35.71	38.79	58.31	42.57	39.94

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	25.58	18.52	52.00	55.81	53.09	38.00	18.60	28.40
Grade 4	7.06	6.82	15.22	32.94	38.64	52.17	60.00	54.55	32.61
Grade 5	7.61	9.52	6.90	41.30	38.10	40.23	51.09	52.38	52.87
Grade 6	8.82	9.78	8.99	47.06	45.65	51.69	44.12	44.57	39.33
All Grades	8.44	12.86	12.32	43.80	44.57	49.28	47.76	42.57	38.40

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	17.00	43.02	30.00	52.00	46.51	47.50	31.00	10.47	22.50
Grade 4	8.24	6.82	15.22	34.12	44.32	57.61	57.65	48.86	27.17
Grade 5	6.52	8.33	10.34	41.30	34.52	45.98	52.17	57.14	43.68
Grade 6	7.84	11.96	12.36	57.84	50.00	47.19	34.31	38.04	40.45
All Grades	10.03	17.43	16.67	46.97	44.00	49.71	43.01	38.57	33.62

Conclusions based on this data:

1. Even in Baldy View's strongest area--Communicating Reasoning, in which 61% of students were at least near or above standard-- just under 40% of students were below standard.
2. Baldy View's students have much room to improve in the areas of Concepts & Procedures and Problem Solving & Modeling/Data Analysis, in which approximately 45% of students scored below standard.
3. Overall on the test, 64.29% of Baldy View students scored at least Near Standard, demonstrating that over half of our students are in a good position to excel in their future studies.

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	1425.8		1440.7		1390.8		20	
Grade 1	1446.3		1463.0		1429.0		18	
Grade 2	1482.4		1475.5		1488.5		13	
Grade 3	1494.9		1492.5		1497.0		14	
Grade 4	1485.1		1485.9		1483.9		15	
Grade 5	*		*		*		*	
Grade 6	1513.3		1503.0		1523.3		14	
All Grades							104	

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
1	*		72.22		*				18	
All Grades	17.31		50.00		23.08		*		104	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	43.27		34.62		16.35		*		104	

Written Language Number and Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	#	%	#	%	#	%	#	%		
Grade K	*	*	*	*	*	*	*	*	20	
Grade 1			*	*	*	*	*	*	18	
Grade 2	*	*	*	*	*	*	*	*	13	
Grade 3			*	*	*	*	*	*	14	
Grade 4			*	*	*	*	*	*	15	
Grade 5	*	*	*	*	*	*	*	*	*	
Grade 6	*	*	*	*	*	*	*	*	14	
All Grades	12	11.54	20	19.23	46	44.23	26	25.00	104	

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	70.00		*		*		20	
1	66.67		*				18	
3	*		78.57				14	
All Grades	44.23		48.08		*		104	

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	*		70.00		*		20	
1	*		61.11		*		18	
All Grades	44.23		48.08		*		104	

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	*		75.00		*		20	
1			66.67		*		18	
All Grades	10.58		52.88		36.54		104	

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
1			77.78		*		18	
3	*		85.71				14	
4	*		73.33		*		15	
6	*		78.57		*		14	
All Grades	17.31		68.27		14.42		104	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
602	81.9%	18.3%	0.8%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	18.3%
Foster Youth	5	0.8%
Homeless	31	5.1%
Socioeconomically Disadvantaged	493	81.9%
Students with Disabilities	61	10.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	58	9.6%
American Indian	3	0.5%
Asian	9	1.5%
Filipino	5	0.8%
Hispanic	453	75.2%
Two or More Races	15	2.5%
Pacific Islander	3	0.5%
White	49	8.1%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The Suspension Rate for BV indicates alternative methods of correction must be implemented in order to move the performance level to a higher level than we currently observe, especially that of the 3 groups in Red/Orange
2. Our EL Progress is currently at the lowest performance level and must be improved.
3. Both ELA and Math performance levels are low for all of our student groups.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 27.5 points below standard Increased 12.6 points 336 students	<p>English Learners</p>  Yellow 37.7 points below standard Increased 14.4 points 96 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color 43.1 points below standard Increased 36.3 points 17 students	<p>Socioeconomically Disadvantaged</p>  Yellow 33 points below standard Increased 14 points 283 students	<p>Students with Disabilities</p>  Orange 101 points below standard Increased 20.6 points 56 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 33.2 points below standard Increased 47 points 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 36 points below standard Increased 7.1 points 256 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 17.6 points above standard Increased 33.9 points 28 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.3 points below standard Increased 38.4 points 49 students	22.5 points above standard Increased 14.4 points 47 students	23.5 points below standard Increased 13 points 231 students

Conclusions based on this data:

- 1.

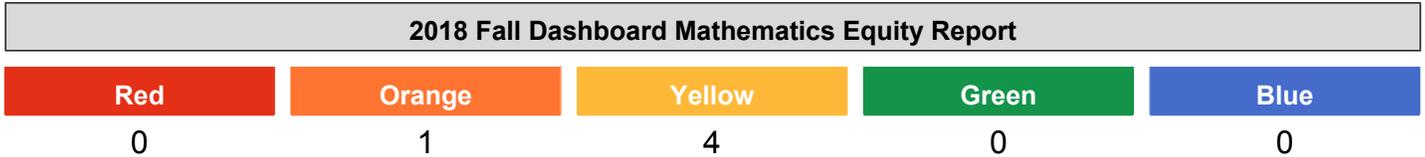
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 38.5 points below standard Increased 22.8 points 336 students	<p>English Learners</p>  Yellow 43.8 points below standard Increased 20.6 points 96 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color 56.2 points below standard Increased 8.9 points 17 students	<p>Socioeconomically Disadvantaged</p>  Yellow 43.1 points below standard Increased 22.7 points 283 students	<p>Students with Disabilities</p>  Orange 102.7 points below standard Increased 34.3 points 56 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 43.3 points below standard Increased 45.4 points 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 46.8 points below standard Increased 18 points 256 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 9.7 points below standard Increased 40.5 points 28 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.6 points below standard Increased 38.9 points 49 students	1.9 points above standard Increased 19.4 points 47 students	36 points below standard Increased 24.9 points 231 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
104	17.3%	50%	23.1%	9.6%

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

- 1.

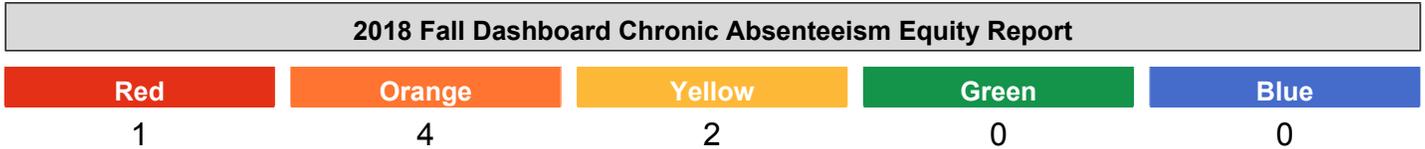
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
16.3% chronically absent	12% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.1%	Maintained 0.2%	7 students
625 students	117 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange	 Orange	 Yellow
23.7% chronically absent	17.8% chronically absent	18.6% chronically absent
Declined 1.3%	Increased 1.4%	Declined 3.5%
38 students	517 students	86 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 22.6% chronically absent Increased 4.9% 62 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.5% chronically absent Increased 1.5% 465 students	 No Performance Color 13% chronically absent Declined 6% 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Yellow 13% chronically absent Declined 3.5% 54 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

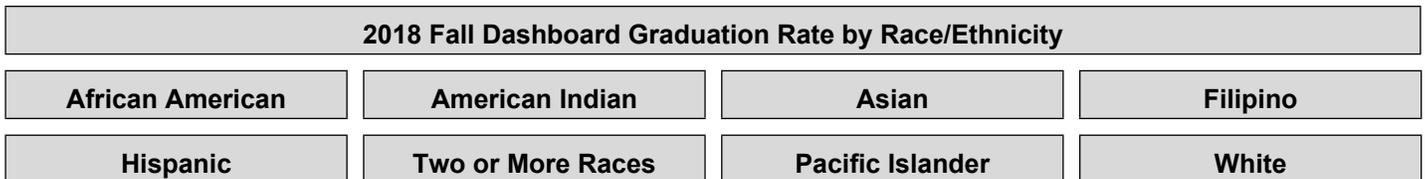
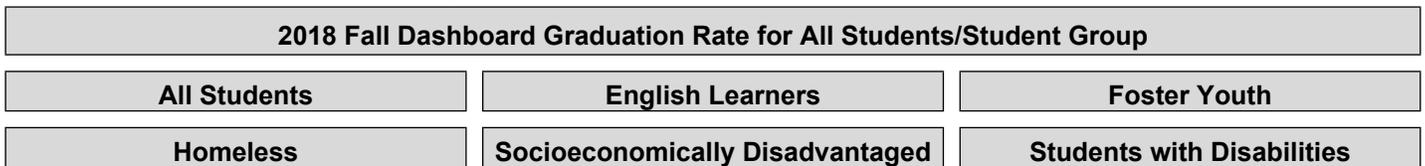
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

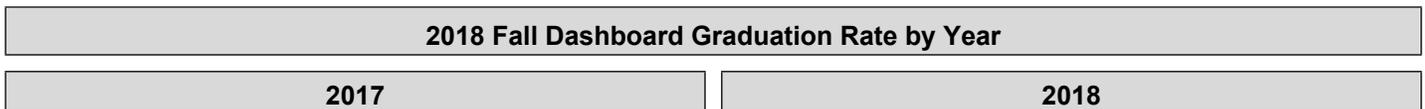
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

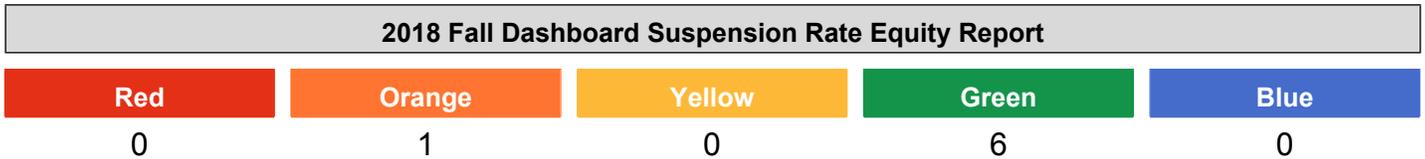
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 1.2% suspended at least once Declined -1.8% 656 students	<p>English Learners</p>  Green 0.8% suspended at least once Declined -0.7% 120 students	<p>Foster Youth</p>  No Performance Color 0% suspended at least once 12 students
<p>Homeless</p>  Green 2.4% suspended at least once Declined -0.5% 41 students	<p>Socioeconomically Disadvantaged</p>  Green 1.1% suspended at least once Declined -2.6% 541 students	<p>Students with Disabilities</p>  Orange 4.5% suspended at least once Increased 0.6% 88 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 1.6% suspended at least once Declined -5.5% 64 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0% suspended at least once Maintained 0% 11 students	 No Performance Color Less than 11 Students - Data 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.2% suspended at least once Declined -1.1% 486 students	 No Performance Color 0% suspended at least once Declined -8.7% 24 students	 No Performance Color Less than 11 Students - Data 3 students	 Green 1.7% suspended at least once Declined -1.1% 59 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.9% suspended at least once	3.1% suspended at least once	1.2% suspended at least once

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Implement a multi-tiered system of support (MTSS) that aligns programs and services to meet the academic, social, emotional and physical needs of students

Goal 1

During the 2019-2020 school year, Baldy View teachers will increase the alignment of their instruction in both ELA and Math to the Common Core State Standards. Evidence of this will be seen in a 10% increase in ELA and Math results on the SBAC in all grade levels.

Identified Need

Baldy View has identified a school wide need in the area of Vocabulary Development, Reading Comprehension in Le\literature and Informational Text

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Scores	16.3% of all students exceeded standards 23% of all students met standards 20.5% of all students nearly met standards 40.2% of all students did not meet standards	CAASPP Scores to shift as follows: Increase to a total of 70% of the population will be at standards met or exceeded, with a decrease in nearly met and did not met to 30%.
Math CAASPP Scores	11.7% of all students exceeded standards 25.8% of all students met standards 23.8% of all students nearly met standards 38.8% of all students did not meet standards	CAASPP Scores to shift as follows: Increase to a total of 70% of the population will be at standards met or exceeded, with a decrease in nearly met and did not met to 30%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- Identify struggling readers and utilize research based reading intervention programs that target the individual literacy needs of the struggling students and English Learners and include ongoing assessment of student growth.
- Employ a full-time Reading Specialist
- Collect and analyze district and site level data and identify students from each grade level for reading interventions and their literacy needs.
- Provide daily reading intervention in the areas of reading and ELD
- Teachers will conduct weekly collaboration meetings to analyze student performance data
- Gather and utilize performance reports by grade, classroom, student and group from ST Math, iReady to ensure teachers are covering student needs and deficiencies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I
10,000	Title I
50,000	LCAP
130,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- Grades TK - 3 will implement Daily 5/CAFE strategies, while grades 4-6 implement AVID critical reading strategies, note-taking strategies and Costas Levels of Inquiry (ELA & Math).
- All students will use ST Math problem solving program throughout the year
- All grades levels will continue implementation of iReady

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- Plan as grade levels to align curriculum to CCSS and to review student performance data - both formative and summative. This planning will take place during summer planning as well as in data days throughout the year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9,000

Source(s)

LCAP

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Implement a multi-tiered system of support (MTSS) that aligns programs and services to meet the academic, social, emotional and physical needs of students.

Goal 2

During the 2019-2020 school year, Baldy View will continue to implement programs and practices that promote academic success in ELA for all students, more specifically our socio-economically disadvantaged, at-risk, and English Learners.

Identified Need

Our students show a significant need in the area of Mental Health and Social Emotional Competence.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																
i-Ready results in Vocab., Reading Comp., (Lit & Informational) SBAC results Baldy View AVID Certification Self Survey	Areas of 0 (Not AVID) scoring were Site Goal Awareness, implementation of Inquiry based instruction (ex. Costas Level of Thinking), and time spent on lesson planning for AVID strategies	End of year Self Survey will find an increased rating level from Level 0 (Not AVID) to Level 2 (Routine Use) in areas of focus.																
ELPAC	<table border="0"> <tr> <td>Level 4</td> <td>19%</td> </tr> <tr> <td>Level 3</td> <td>51%</td> </tr> <tr> <td>Level 2</td> <td>23%</td> </tr> <tr> <td>Level 1</td> <td>7%</td> </tr> </table>	Level 4	19%	Level 3	51%	Level 2	23%	Level 1	7%	Shifts in ELPAC performance levels as follows: <table border="0"> <tr> <td>Level 4</td> <td>30%</td> </tr> <tr> <td>Level 3</td> <td>60%</td> </tr> <tr> <td>Level 2</td> <td>9%</td> </tr> <tr> <td>Level 1</td> <td>1%</td> </tr> </table>	Level 4	30%	Level 3	60%	Level 2	9%	Level 1	1%
Level 4	19%																	
Level 3	51%																	
Level 2	23%																	
Level 1	7%																	
Level 4	30%																	
Level 3	60%																	
Level 2	9%																	
Level 1	1%																	

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 in grades TK-6

Strategy/Activity

Baldy View will pilot/implement a SEC (Second Step SEL) for all grade levels

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCAP
1500	LCAP

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All students with attendance concerns

Strategy/Activity

Promoting and supplying Saturday School to increase student attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCAP
500	LCAP

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

PE Equipment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All students TK-6

Strategy/Activity

Provide attendance incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

LCAP

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Struggling Readers

Strategy/Activity

Provide Classified Support Staff for our students through the Reading Lab.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

45,043

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide teachers with additional resources for classrooms needs, i.e. incentives, reinforcement materials and supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7,010

LCAP

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Ensure equitable access and use of innovative technology.

Goal 3

During 2019-2020 Baldy View will provide its students with more opportunities to use technology to enhance their academic learning and collaboration.

Identified Need

Our students need to use technology in a more creative way, i.e. completing final drafts of writing pieces on google docs, more classrooms using google classroom, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IAB ST Math usage reports i-Ready	Minimal Use and Data Analysis	Increased scores and usage on multiple subjects of IABs leading to an increase of one or more levels in CAASPP achievement.
United Streaming	1-2 teachers used program	100% usage of a minimum of one lesson by the end of the school year.
Classroom Observation Form	In Process	3 Days of the week students will be using technology to enhance their academic learning.

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, as well as low performing students, struggling readers and EL students

Strategy/Activity

Annual renewal of Licenses - ST Math, Raz Kids, Discovery Science, as well as licenses for renewal of intervention programs, etc.; i-Ready /diagnostics and Assessments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,500	Title I
2,789	LCAP

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase consistency and equity in teaching and rigorous learning experiences

Goal 4

During the 2019-2020 school year, Baldy View teachers will implement engaging, CCSS-aligned curriculum that promotes rigorous thinking for all students.

Identified Need

Student data indicates our students have a significant need to improve in the areas of Vocabulary, Comprehension in Literature and Informational Text. Our teachers have determined that training in the area of GLAD strategies is key to how we can address this need in grades TK - 6.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready results ELA CAASPP Scores	In 2017/2018: 16.3% of all students exceeded standards 23% of all students met standards 20.5% of all students nearly met standards 40.2% of all students did not meet standards	Students at the nearly met will move to standards met, and students at did not meet will move up to nearly met or standards met.
Math CAASPP Scores	In 2017/2018: 11.7% of all students exceeded standards 25.8% of all students met standards 23.8% of all students nearly met standards 38.8% of all students did not meet standards	Students at the nearly met will move to standards met, and students at did not meet will move up to nearly met or standards met.

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

Train teachers in grades TK-6 in current GLAD strategieis

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,511

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Struggling readers, Tier 2 & 3 interventions for students

Strategy/Activity

Instructional Aides for Literacy Lab

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12,957

Source(s)

Title III

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Teachers,Reading Specialist

Strategy/Activity

Daily 5 Literacy Training and Classroom Prep

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

11,500

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students in grades 4-6

Strategy/Activity

AVID Training and Summer Institute

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

11,637

Source(s)

Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve parent and community engagement

Goal 5

During the 2019-2020 school year, Baldy View will increase parent engagement by offering multiple opportunities for parent participation in one of our academic focuses.

Identified Need

Our leadership team determined that the next area of need for our parents is to provide not just engagement opportunities but opportunities to educate our parents on ways they can support their child with Literacy, Numeracy and Social Emotional Competency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family and Community Engagement Survey	Survey in Progress	75% of population will complete survey.
Parent Workshops	7 PTA sponsored events (ex. Donuts with Dad, Parent Reading Night) 0 Teacher/Admin Sponsored	10 Parent Engagement opportunities sponsored by both PTA and teacher/admin (ex. AVID night)
Parent Passports	Less than 5% submitted	Increase to 50% submitted.

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 parents

Strategy/Activity

SEC Parent Nights
AVID Elementary Night

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student Performance Nights

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

EL Parent Engagement, ELAC Meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2500

LCAP

809

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase student planners and homework folders to increase and maintain parent-teacher communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

Title I

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	\$327,256.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$235,000.00
Title III	\$12,957.00

Subtotal of additional federal funds included for this school: \$247,957.00

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

State or Local Programs	Allocation (\$)
LCAP	\$79,299.00

Subtotal of state or local funds included for this school: \$79,299.00

Total of federal, state, and/or local funds for this school: \$327,256.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Albert Cahueque	Principal
Tregg Ries	Classroom Teacher
Erin McKenna	Classroom Teacher
Nancy Lizama	Parent or Community Member
Jacqueline Martin	Other School Staff
Kristyl Nuckolls	Classroom Teacher
Maria Jacob	Parent or Community Member
Miroslava Negrete	Parent or Community Member
Rosa Garcia	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

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-16-19.

Attested:

Principal, Albert Cahueque on 5-16-19

SSC Chairperson, Nancy Lizama on 5-16-19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

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

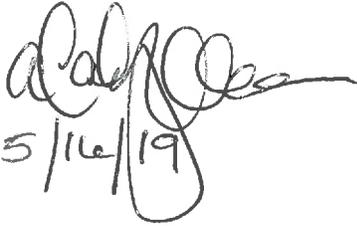
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-16-19.

Attested:



Principal, Albert Cahueque on 5-16-19

SSC Chairperson, Nancy Lizama on 5-16-19