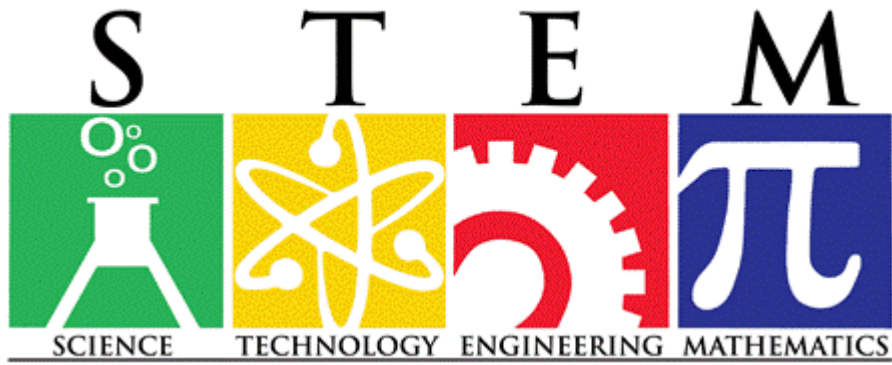


School Year: **2019-20**

FOOTHILL KNOLLS ACADEMY OF INNOVATION



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
Foothill Knolls STEM Academy of Innovation	36 75069 6037238	October 28, 2019	

Purpose and Description

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

Schoolwide Program

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

The Every Student Succeeds Act (ESSA) is the nation's main education law for all public schools. The law holds schools accountable for how students learn and achieve. ESSA aims to provide an equal opportunity for students who get special education services. Foothill Knolls STEM Academy of Innovation has aligned our school wide goals with the Upland Unified School District's LCAP goals. We have implemented a MTSS (Multi Tiered System of Supports) that aligns programs and services to meet the academic, social-emotional, and physical needs of all of our students. We ensure that all students have equitable access and use of innovative technology and Increase consistency and equity in teaching and rigorous learning experiences for each and every student. We have designed a system for meaningful family engagement that promotes parental involvement, education nights, committees, workshops, attendance of school events and volunteering at our school within an innovative model of inclusion.

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).

The Upland Unified School District administered to staff, parent, and student surveys in the last trimester of the 2018/2019 school year. The following is a summary of the results of the survey responses.

The staff survey measured three areas of leadership; Instructional, Operational, and Cultural. The results from the staff survey demonstrate the following; Instructional leadership (Overall 90%), Operational Leadership (Overall 83%), Cultural Leadership (Overall 75%). The parent survey administered has a small sampling of input from 65 households. The results of that survey showed that overall, parents feel positive about their student's school environment stating they are in a warm, friendly, and caring environment, have access to innovative technology and feel their children are safe at school. 91% of parents who completed the survey stated that they were respected and treated fairly by staff. The parents would like to see more after-school opportunities for their students. However, with such a small sampling this data can't be construed as a majority viewpoint. The student survey showed that students feel hope that Foothill Knolls is preparing them for their future. They feel strongly that they are involved, enthusiastic and passionate about their school.

Classroom Observations

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

The focus of classroom observations is to ensure that teachers are effectively implementing Common Core State Standards, following the California Standards for the Teaching Profession (CSTP's) and are providing varied learning environments with a STEM focus, PBL(project-based learning), Inquiry and Design Thinking in their classrooms. Several observations take place in each classroom throughout the year with new teachers receiving a greater number of observations. Informal weekly walk-through observations provide a quick insight into student learning and engagement and feedback is provided on what was observed. Formal observations occur once per year for teachers not being evaluated and twice per year for tenured teachers who are on the evaluation list. Teachers who are probationary or temporary receive four formal observations per year. These observations include a 30 minute observation time in the classroom and are followed by a conference where the details of the lesson are discussed and feedback is provided on the CSTP's.

Summary of findings: Classroom observations demonstrate that teachers have a thorough understanding of the CSTP's and the Common Core State Standards. Teachers are actively collaborating regarding instructional planning and common assessments as they implement the Common Core State Standards in English Language Arts, Math, and Science and integrate STEM learning in the classroom. Project-based learning and STEM integration are being implemented campus-wide. Teachers are also finding many opportunities to collaborate across grade levels to support teacher and student learning.

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)

Foothill Knolls uses multiple measures throughout the school year to inform instruction such as Reading and Lexile assessments, iReady assessments, Common Core State Standards (CCSS) unit assessments, and formative assessments created by grade level teams as well as collaborative project-based learning products. Assessments are given in both online, paper/pencil format, and rubric scoring for projects.

At the start of each year, Foothill Knoll's teachers analyze student performance on the end-of-the-year grade level assessments and state testing data, when available, to determine areas of strength and weaknesses within ELA and Math. Teachers meet in grade level teams weekly to discuss the data and how best to support individual student needs. These discussions help teachers determine effective instructional practices to build upon and pinpoint refinements that need to be made to ensure all students learn. This data is also used to establish intervention groups at the beginning of the year and modify them as needed throughout the year through frequent assessment and monitoring of student progress. English Learners (EL) CELDT assessment data is used to determine EL grouping for designated instruction.

During this school year, teachers continue to implement the CCSS with a STEM focus and project-based learning opportunities in conjunction with both existing lexile assessment, new district formative online benchmark assessments and state assessments. These assessments will help teachers assess student understanding of identified Common Core standards for their grade level. These assessments are also used to select students for intervention groups. Teachers are also implementing the new NGSS Science standards in all grade levels, including Project Lead the Way engineering curriculum. Teachers support all students' learning by reteaching important concepts and discussing best instructional practices within their grade level teams. The Literacy Coach, administrators, and Resource teachers also analyze student data and coordinate services to meet students' educational needs. Grade level teams work collaboratively to create formative assessments that measure each student's progress towards proficiency on grade level Common Core standards. These assessment results are used to differentiate instruction to meet the needs of all learners and plan for interventions. This occurs in weekly grade level team meetings with either the Literacy Coach, Resource Specialist teachers, or administrators in attendance. The Literacy Coach heads the reading intervention and delivers classroom coaching in classrooms to support the growth of teachers in literacy in grades TK-5th. Grades 4-8 work in teams in a co-teach/co-lab model of inclusive instruction. The General Education teacher is the content specialist while the Resource teacher is the curriculum access specialist.

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

Teachers analyze data from Unit Assessments and Common Formative Assessments that are standards aligned. This is accomplished in their weekly grade level meetings. The analysis is used to plan next steps in instruction and/or modify instructional practices to best meet the learning needs of their students. During these weekly meetings, teachers also share best practices and successful strategies. In addition, intervention time is embedded in the daily schedule to provide extra support and ensure mastery of the Common Core. The interventions for reading may include additional small group reading instruction with research-based programs in our Literacy Lab, or in the classrooms grades TK-5. The Literacy Coach and Resource Specialist also attend several grade level meetings each week to help support the classroom students that they serve. The Resource Specialist offers reading intervention in grades 6-8.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100 percent of the teachers at Foothill Knolls are highly qualified. In addition, many hold advanced graduate degrees.

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

All teachers are receiving professional development related to the implementation of Common Core State Standards, Next Generation Science Standards, Technology, Project Based Learning, STEM, and Design Thinking.

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

The Upland Unified School District has a long-standing reputation for providing high quality, research-based professional development to support effective instruction and improved student learning. The district employs a full-time professional development coordinator and (Teacher on Special Assignment) TOSAs as well as outside consultants to provide training and support. This school year the district will provide training in the areas of Numeracy, Literacy, and Socio-Emotional Learning. At Foothill Knolls, teacher in-service days are planned collaboratively with staff to provide additional instructional support for CCSS, NGSS, STEM, PBL and outside consultants are brought in as needed to accomplish this task. Staff meetings are also used regularly to provide training in technology and other instructional strategies to support CCSS, NGSS, STEM, PBL curriculum. Teachers are also encouraged to attend outside professional development opportunities tied to CCSS, NGSS, STEM, and PBL. Foothill Knolls has several teachers who serve as teacher leaders both onsite and in the district. All of these teachers will provide training and expertise to the rest of the staff.

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

Teachers receive instructional support and assistance through staff meetings, Inservice days, Professional Learning Communities, and the district's professional development teachers. The district also provides instructional support through the Teaching Channel. Monthly staff meetings at Foothill Knolls focus on providing training and support on CCSS, NGSS, STEM and PBL implementation as well as PBIS implementations.

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

All grade levels meet at least once per week on minimum days for approximately 90 minutes to discuss the implementation of Common Core-aligned instruction and student progress. Teachers in grades 1-5 also have a 50 minute period once per week during PE instruction to collaborate within their team. Teachers in grade 6 - 8 have four 50 minute periods of PE each week to support teacher collaboration. During team meetings, teachers discuss CCSS implementation, student progress, STEM and project-based learning implementation ideas. District and classroom assessments are also analyzed to plan for instruction, intervention, and enrichment.

Teaching and Learning

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

Upland Unified has adopted California approved textbooks in the areas of English Language Arts, Math, Science and Social Studies. Teachers have been provided with pacing guides and other instructional materials to support CCSS implementation in reading and math. This year teachers will deconstruct their grade level standards to ensure alignment of curriculum and standards.

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

Foothill Knolls adheres to the state recommended instructional minutes for reading/language arts and math. Recommended English Language instruction is met within the new ELA adopted curriculum through designated EL instruction. Imagine Learning and iReady are also used to support our beginning English Language learners.

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

Intervention at Foothill Knolls is embedded into the school day through the Literacy Lab, before and after school and in the classroom with extra intervention time. Students placed in intervention are determined by formal and informal assessment data that measure progress towards the Common Core standards and Lexile scores.

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

All students have access to state adopted instructional materials for their grade. This year we are implementing a newly adopted social studies curriculum in 7th and 8th grade.

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

Foothill Knolls Houghton Mifflin Wonders ELA for grades K-5 and StudySync/McGraw-Hill ELA for grade 6-8 and Go Math are currently being used. State adopted curriculum is used in both social studies and science along with NGSS bridge instructional materials. Fountas and Pinnell, Leveled Literacy Intervention kits (LLI), SIPPS and Corrective Reading are intervention materials used.

Opportunity and Equal Educational Access

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

A full-time Literacy Coach and three part-time instructional aides provide daily small group reading interventions for students who have been identified through assessment results in ELA, such as Corrective Reading, SIPPS placement tests, iReady, and Fountas and Pinnell, to improve reading performance of struggling readers. Classroom teachers also provide small group instruction, reteaching, peer tutoring, and other strategies to support underperforming students in both reading and math. All EL students receive the English Language designated instruction through the newly adopted ELA/ELD curriculum, SIPPS, and iReady, are also used for students primarily in grades 1-5 as well as Imagine Learning in all grades.

Evidence-based educational practices to raise student achievement

Teachers meet in collaborative grade level teams on a weekly basis. A portion of this time is used to discuss students performing at risk. This time is also frequently attended by the resource specialist teacher or the Literacy Coach to provide support. Common Formative assessments are developed to assess student learning and determine proficiency towards grade level standards. Teachers have access to the Teaching Channel to provide them with researched based strategies to improve student engagement and success with CCSS. Other research-based instructional practices to support increased student achievement include: small group instruction, differentiated instruction and materials (leveled materials and modified assignments), Thinking Maps, DNA Math strategies, GET, SET, GO strategies, Think Cerca, Write from the Beginning, SIPPS, Eureka Math and student use of technology for creating content (Google Apps for Education, Wixie, and Discovery Education Board Builder) in collaborative instruction.

Parental Engagement

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

Resources include Sanford Harmony SEL Curriculum, Healthy Start, social skills groups, Wellness Corners, Watchdog Dads, parent volunteers to assist in small group instruction and/or 1:1 support, cross age peer tutors, web-based sites for intervention and/or enrichment and standards support, differentiated materials/books to support reading instruction.

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)

All parents are encouraged to be involved in their student's education at Foothill Knolls. Information is communicated through the school website, automated calls/emails home, classroom newsletters, and postings in the front office and marquee. There are numerous opportunities for this such as, but not limited to:

- School Site Council (SSC)
- STEM Advisory Board
- PTA (Parent-Teacher Association)
- DLAC & ELAC (district and site level)
- DLPEC (district)
- Classroom Volunteers and/or field trip volunteers
- Evening Reading Event
- Harvest Festival/Fall Family Night
- Back-to-School Night
- Family Dine Out nights
- Parent/Teacher conferences
- Award Assemblies
- Music Assemblies
- STEM Showcase (formerly Open House)
- Star Palooza
- Flight Night
- Science Fair
- Student Study Team
- Watchdogs program

Funding

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

The district provides support through the use of the Teaching Channel and Illuminate assessments. Professional development opportunities are also offered at the district office. Site categorical funds are used to provide continued professional development opportunities for teachers to support the teaching/learning process as well as materials to support student learning. The aides in the literacy lab are funded out of site categorical funds.

Fiscal support (EPC)

Foothill Knolls receives funding from district general budget, categoricals, donations, and PTA for all school related activities.

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The school site council (SSC), along with the English Learner Advisory Committee (ELAC) and Foothill Knolls STEM Academy of Innovation Leadership team, has identified common assessments for analysis for the 2019/2020 school year. Teams have analyzed the current reality for all student groups and have considered the effectiveness of key elements of the instructional program for students failing. In order to achieve our academic goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards. Engagement of all stakeholders was initiated through School Site Council Meetings (SSC), English Learner Advisory Committee (ELAC), PTA Coffee with the Administration meetings, and staff meetings. Other opportunities to engage parents included meetings and phone conversations. The message was loud and clear that they want a focus on the improvement of foundational literacy skills, Project Based Learning and Climate and Culture. Most importantly, stakeholders want continuous support for the social emotional well-being of our students.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.7%	0.69%	0.53%	4	4	3
African American	6.8%	6.35%	5.63%	40	37	32
Asian	4.1%	3.60%	4.23%	24	21	24
Filipino	2.9%	2.06%	2.64%	17	12	15
Hispanic/Latino	58.6%	58.83%	57.75%	344	343	328
Pacific Islander	0.3%	0.34%	0.18%	2	2	1
White	24.9%	26.76%	26.41%	146	156	150
Multiple/No Response	0.9%	1.03%	1.76%	5	6	10
Total Enrollment				587	583	568

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	94	62	68
Grade 1	76	63	46
Grade 2	58	77	58
Grade3	63	55	72
Grade 4	69	66	64
Grade 5	70	72	71
Grade 6	73	78	67
Grade 7	50	63	63
Grade 8	34	47	59
Total Enrollment	587	583	568

Conclusions based on this data:

1. The Latino population has grown at Foothill Knolls by over 3% increasing from 282 students to 343.
2. The Filipino population declined by a little over 1% dropping from 19 students to 12.
3. In grade 6, our enrollment decreased by 10 students continuing into 7th grade.

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	62	81	65	10.6%	13.9%	11.4%
Fluent English Proficient (FEP)	36	32	44	6.1%	5.5%	7.7%
Reclassified Fluent English Proficient (RFEP)	11		23	16.7%	0	28.4%

Conclusions based on this data:

1. We had a decrease of 2.5% in our English Learner population from 2017/2018 to 2018/2019.
2. Fluent English Proficient students increased from 5.5% 2017/2018 to 7.7% in 2018/2019.
3. Our Reclassified Fluent English Proficient students increased by 28.4% in the 2018/2019 school year

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64	55	72	60	52	70	60	52	70	93.8	94.5	97.2
Grade 4	72	72	62	71	69	60	71	69	60	98.6	95.8	96.8
Grade 5	69	71	70	69	70	69	69	70	69	100	98.6	98.6
Grade 6	73	79	68	69	77	65	69	77	65	94.5	97.5	95.6
Grade 7	48	62	67	48	62	65	48	62	65	100	100	97
Grade 8	35	46	59	35	46	59	35	46	59	100	100	100
All Grades	361	385	398	352	376	388	352	376	388	97.5	97.7	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2389.	2419.	2423.	11.67	15.38	20.00	20.00	30.77	24.29	31.67	32.69	37.14	36.67	21.15	18.57
Grade 4	2436.	2418.	2444.	14.08	13.04	6.67	21.13	15.94	23.33	29.58	26.09	31.67	35.21	44.93	38.33
Grade 5	2489.	2490.	2475.	11.59	14.29	14.49	26.09	25.71	27.54	33.33	30.00	15.94	28.99	30.00	42.03
Grade 6	2522.	2523.	2498.	15.94	14.29	7.69	31.88	37.66	26.15	23.19	23.38	35.38	28.99	24.68	30.77
Grade 7	2543.	2548.	2568.	16.67	16.13	18.46	37.50	35.48	43.08	20.83	27.42	24.62	25.00	20.97	13.85
Grade 8	2578.	2579.	2574.	11.43	17.39	15.25	42.86	39.13	38.98	37.14	26.09	23.73	8.57	17.39	22.03
All Grades	N/A	N/A	N/A	13.64	14.89	13.92	28.41	30.32	30.41	28.98	27.39	28.09	28.98	27.39	27.58

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	13.33	19.23	17.14	40.00	69.23	58.57	46.67	11.54	24.29
Grade 4	14.08	14.49	11.67	56.34	49.28	55.00	29.58	36.23	33.33
Grade 5	17.39	17.14	20.29	53.62	48.57	43.48	28.99	34.29	36.23
Grade 6	14.49	25.97	13.85	60.87	40.26	49.23	24.64	33.77	36.92
Grade 7	27.08	16.13	30.77	50.00	59.68	50.77	22.92	24.19	18.46
Grade 8	22.86	28.26	27.12	51.43	47.83	44.07	25.71	23.91	28.81
All Grades	17.33	19.95	20.10	52.56	51.60	50.26	30.11	28.46	29.64

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	1.67	11.54	17.14	60.00	51.92	50.00	38.33	36.54	32.86
Grade 4	12.68	7.35	5.00	53.52	39.71	65.00	33.80	52.94	30.00
Grade 5	27.54	17.39	21.74	46.38	56.52	42.03	26.09	26.09	36.23
Grade 6	26.09	16.88	6.15	46.38	51.95	53.85	27.54	31.17	40.00
Grade 7	22.92	27.42	30.77	45.83	51.61	53.85	31.25	20.97	15.38
Grade 8	25.71	32.61	30.51	68.57	39.13	52.54	5.71	28.26	16.95
All Grades	19.03	18.18	18.56	52.27	48.93	52.58	28.69	32.89	28.87

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	11.67	7.69	15.71	71.67	78.85	77.14	16.67	13.46	7.14
Grade 4	7.04	14.49	11.67	66.20	63.77	68.33	26.76	21.74	20.00
Grade 5	13.04	10.00	15.94	72.46	67.14	55.07	14.49	22.86	28.99
Grade 6	15.94	22.08	18.46	68.12	59.74	58.46	15.94	18.18	23.08
Grade 7	16.67	14.52	16.92	58.33	61.29	66.15	25.00	24.19	16.92
Grade 8	17.14	19.57	27.12	71.43	67.39	55.93	11.43	13.04	16.95
All Grades	13.07	14.89	17.53	68.18	65.69	63.66	18.75	19.41	18.81

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	10.00	15.38	18.57	60.00	63.46	64.29	30.00	21.15	17.14
Grade 4	11.27	11.59	8.33	53.52	52.17	66.67	35.21	36.23	25.00
Grade 5	15.94	30.00	15.94	55.07	48.57	49.28	28.99	21.43	34.78
Grade 6	28.99	24.68	21.54	40.58	63.64	52.31	30.43	11.69	26.15
Grade 7	27.08	27.42	26.15	56.25	54.84	61.54	16.67	17.74	12.31
Grade 8	20.00	32.61	28.81	65.71	56.52	47.46	14.29	10.87	23.73
All Grades	18.47	23.40	19.85	53.98	56.38	56.96	27.56	20.21	23.20

Conclusions based on this data:

1. The data in Overall ELA Students Achievement and Reading shows stagnant test scores not increasing or decreasing by 1% from 2017/2018 to 2018/2019.
2. The Overall Writing data shows an upward trend in students progressing into meet and exceeding to meet standards.
3. In Overall writing the data shows the students in the category "not meeting standards" decreased from 32.89 in 2017/2018 to 28.87 in 2018/2019.

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	64	55	72	61	52	70	61	52	70	95.3	94.5	97.2
Grade 4	72	72	62	71	71	60	71	71	60	98.6	98.6	96.8
Grade 5	69	71	70	69	69	69	69	69	69	100	97.2	98.6
Grade 6	73	79	68	70	78	65	70	78	65	95.9	98.7	95.6
Grade 7	48	62	67	48	62	66	48	62	66	100	100	98.5
Grade 8	35	46	59	35	46	59	35	46	59	100	100	100
All Grades	361	385	398	354	378	389	354	378	389	98.1	98.2	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2417.	2415.	2426.	9.84	9.62	17.14	36.07	26.92	28.57	22.95	28.85	22.86	31.15	34.62	31.43
Grade 4	2456.	2433.	2445.	14.08	7.04	5.00	21.13	19.72	20.00	35.21	36.62	41.67	29.58	36.62	33.33
Grade 5	2492.	2456.	2464.	14.49	11.59	13.04	20.29	10.14	17.39	30.43	27.54	18.84	34.78	50.72	50.72
Grade 6	2503.	2523.	2493.	12.86	10.26	9.23	12.86	24.36	21.54	35.71	42.31	27.69	38.57	23.08	41.54
Grade 7	2534.	2512.	2537.	14.58	14.52	15.15	16.67	14.52	22.73	39.58	29.03	28.79	29.17	41.94	33.33
Grade 8	2552.	2545.	2538.	17.14	21.74	18.64	22.86	13.04	11.86	22.86	28.26	32.20	37.14	36.96	37.29
All Grades	N/A	N/A	N/A	13.56	11.90	13.11	21.47	18.25	20.57	31.64	32.80	28.28	33.33	37.04	38.05

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.95	23.08	31.43	40.98	40.38	34.29	36.07	36.54	34.29
Grade 4	22.54	11.27	11.67	28.17	35.21	41.67	49.30	53.52	46.67
Grade 5	18.84	14.71	18.84	31.88	20.59	23.19	49.28	64.71	57.97
Grade 6	17.14	20.51	23.08	24.29	42.31	23.08	58.57	37.18	53.85
Grade 7	22.92	14.52	21.21	39.58	32.26	37.88	37.50	53.23	40.91
Grade 8	20.00	26.09	18.64	31.43	34.78	37.29	48.57	39.13	44.07
All Grades	20.62	17.77	21.08	32.20	34.22	32.65	47.18	48.01	46.27

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	21.31	19.23	22.86	44.26	48.08	44.29	34.43	32.69	32.86
Grade 4	16.90	12.68	11.67	43.66	35.21	41.67	39.44	52.11	46.67
Grade 5	13.04	10.14	14.49	55.07	42.03	37.68	31.88	47.83	47.83
Grade 6	17.14	19.23	9.23	47.14	44.87	50.77	35.71	35.90	40.00
Grade 7	25.00	22.58	21.21	43.75	43.55	42.42	31.25	33.87	36.36
Grade 8	25.71	26.09	20.34	37.14	39.13	38.98	37.14	34.78	40.68
All Grades	18.93	17.72	16.71	46.05	42.06	42.67	35.03	40.21	40.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.31	13.46	31.43	50.82	57.69	50.00	27.87	28.85	18.57
Grade 4	18.31	11.27	10.00	50.70	50.70	51.67	30.99	38.03	38.33
Grade 5	11.59	10.29	14.49	52.17	39.71	44.93	36.23	50.00	40.58
Grade 6	12.86	12.82	12.31	52.86	53.85	38.46	34.29	33.33	49.23
Grade 7	18.75	17.74	13.64	60.42	43.55	66.67	20.83	38.71	19.70
Grade 8	22.86	19.57	13.56	54.29	50.00	55.93	22.86	30.43	30.51
All Grades	16.95	13.79	16.20	53.11	49.07	51.16	29.94	37.14	32.65

Conclusions based on this data:

1. Students performance in mathematics still significantly lags behind their performance in ELA. Overall Achievement of All Students in mathematics increased in both the number of students exceeding and meeting standards.
2. While there was a decrease of students in below standards from 2017/2018 to 2018/2019, Concepts and Procedures has the largest percentage of students below standards at 46.27% of students falling in the below standards band.
3. Communicating and Reasoning had the largest increase of students moving toward meeting or exceeding standards from 2017/2018 to 2018/2019 showing a 2.41% growth in the "above standards" category and a 2.09% growth moving into "at or near standard".

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*		*		*		*	
Grade 1	1477.9		1469.4		1486.0		12	
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 4	1490.3		1489.2		1490.8		13	
Grade 5	*		*		*		*	
Grade 6	*		*		*		*	
Grade 7	*		*		*		*	
Grade 8	*		*		*		*	
All Grades							64	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	34.38		32.81		*		17.19		64	

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	54.69		*		*		*		64	

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	*	*			*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*	12
Grade 2	*	*	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	13
Grade 5			*	*					*
Grade 6			*	*	*	*	*	*	*
Grade 7					*	*	*	*	*
Grade 8	*	*	*	*	*	*			*
All Grades	15	23.44	17	26.56	16	25.00	16	25.00	64

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	46.88		32.81		20.31		64		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	57.81		28.13		*		64		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	26.56		40.63		32.81		64		

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	21.88		60.94		17.19		64		

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
583	59.3%	13.9%	0.5%

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	81	13.9%
Foster Youth	3	0.5%
Homeless	48	8.2%
Socioeconomically Disadvantaged	346	59.3%
Students with Disabilities	86	14.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	6.3%
American Indian	4	0.7%
Asian	21	3.6%
Filipino	12	2.1%
Hispanic	343	58.8%
Two or More Races	2	0.3%
Pacific Islander	2	0.3%
White	156	26.8%






Conclusions based on this data:

- 59.3% of the student population is from low socio-economic households.
- 8.2% of the student population is homeless and 14.8% is students with disabilities.
- 13.9 % of the student population are English Learners.

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  Orange
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Looking at the School and Student Performance data, an area of focus for improvement in academics would be the area of Mathematics since we scored orange.
2. In the area of Chronic Absenteeism, we scored orange which indicates a need for improvement in supporting students with chronic absenteeism.
3. An orange suspension rate indicates a need to support those students with major behavior violations.

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 13.3 points below standard Increased 4.4 points 360 students	<p>English Learners</p>  Orange 56.3 points below standard Declined -8.7 points 65 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 24.1 points below standard Increased 23.1 points 26 students	<p>Socioeconomically Disadvantaged</p>  Yellow 28.9 points below standard Increased 8.8 points 220 students	<p>Students with Disabilities</p>  Yellow 58.7 points below standard Increased 8.1 points 74 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 72.7 points below standard Declined -24.1 points 22 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 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.9 points below standard Increased 6.2 points 223 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 0.9 points above standard Increased 4.1 points 92 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
98.2 points below standard Declined -29.7 points 28 students	24.7 points below standard Declined -7.5 points 37 students	5.4 points below standard Increased 7.1 points 287 students

Conclusions based on this data:

- The overall data for all students groups in ELA shows 4.4 points increase in 2018. The data shows an 8.8 point increase in the socio-economically disadvantaged sub group and 8.1 increase in the Students with Disabilities subgroup.
- The ELA performance by race/ethnicity shows an inequity for African Americans with a decrease of 24.1 points and an inequity for English Learners with a decrease of 8.7 points.
- The ELA Data comparisons for English Learners shows that both reclassified and current English Learners have declined in test scores with reclassified 24.7 points below standard and Current English Learners 98.2 points below.

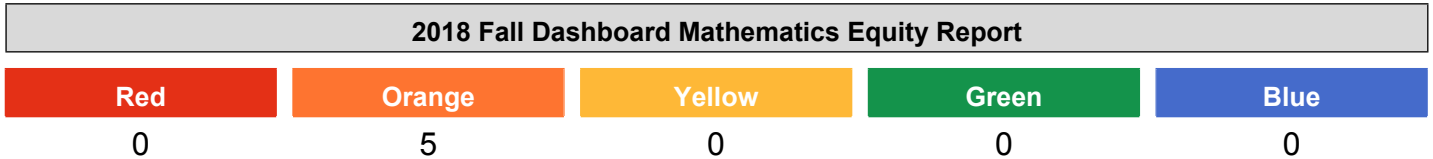
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 43.9 points below standard Declined -14.1 points 359 students	<p>English Learners</p>  Orange 65.8 points below standard Declined -16 points 65 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 50 points below standard Maintained -1.8 points 26 students	<p>Socioeconomically Disadvantaged</p>  Orange 61 points below standard Declined -13.4 points 219 students	<p>Students with Disabilities</p>  Orange 88 points below standard Declined -22.6 points 73 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 110.5 points below standard Declined -34 points 22 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 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46.9 points below standard Declined -8.8 points 223 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 36.1 points below standard Declined -22.2 points 91 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
82.5 points below standard Declined -31.6 points 28 students	53.1 points below standard Declined -5 points 37 students	39.9 points below standard Declined -13 points 286 students

Conclusions based on this data:

1. 2018 Fall Dashboard Mathematics Performance for All Students/Student Group shows a decline of 14.1 points.
2. All sub groups show a decline on the 2018 Fall Dashboard Mathematics Performance with Students of Disabilities having the largest decline at 22.6 points.
3. 2018 Fall Dashboard Mathematics Data Comparisons for English Learners data shows that Current English Learners declined 31.6 points making them the most inequitable sub group.

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
64	34.4%	32.8%	15.6%	17.2%

Conclusions based on this data:

1. 2018 Fall Dashboard English Language Proficiency Assessments for California Results shows that 32.8% of English Learners perform at the two bottom levels of development.
2. 67.2% of English Learners perform at the top two levels of English development according to the 2018 data.

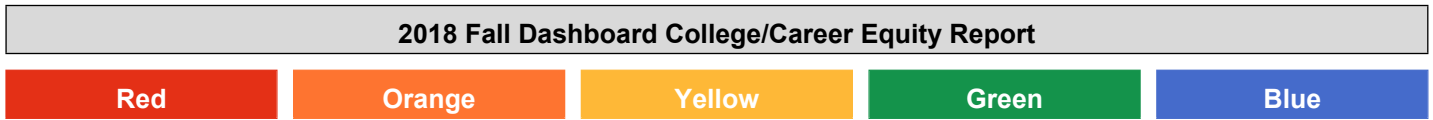
School and Student Performance Data

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.

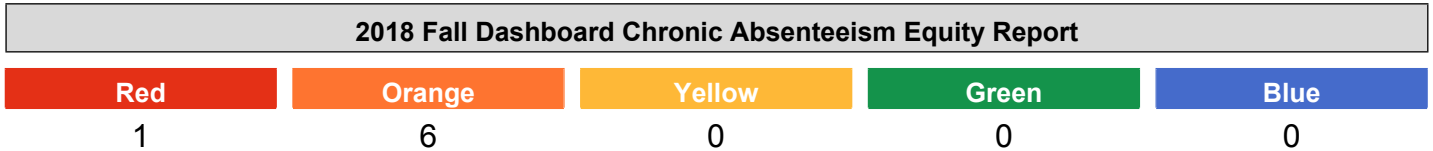
School and Student Performance Data

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
9.7% chronically absent	6.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 3%	Increased 5.4%	4 students
618 students	90 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange	 Red	 Orange
10.3% chronically absent	13.9% chronically absent	11.5% chronically absent
Increased 4.6%	Increased 3.7%	Increased 2%
58 students	374 students	96 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 12.5% chronically absent Increased 7.6% 40 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 5% chronically absent Increased 5% 20 students	 No Performance Color 0% chronically absent Maintained 0% 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.2% chronically absent Increased 2.5% 368 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 11.3% chronically absent Increased 1.3% 160 students

Conclusions based on this data:

1. 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group data shows an increase in all sub groups with Chronic Absenteeism.
2. The sub group with the highest Chronic Absenteeism is the Socioeconomically Disadvantaged subgroup with 13.9% chronically absent.
3. The data shows that the African American subgroup has the highest Chronic Absenteeism at 12.5% chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

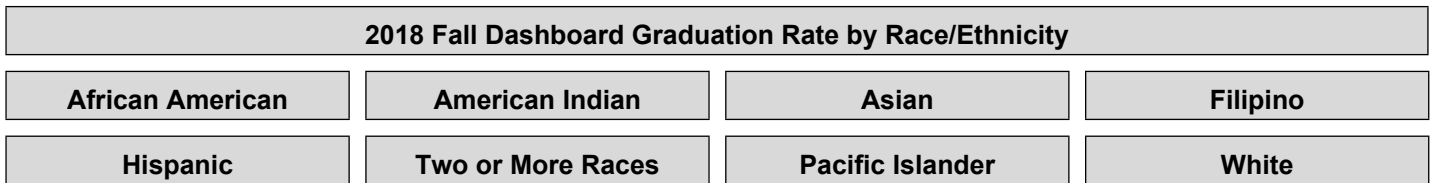
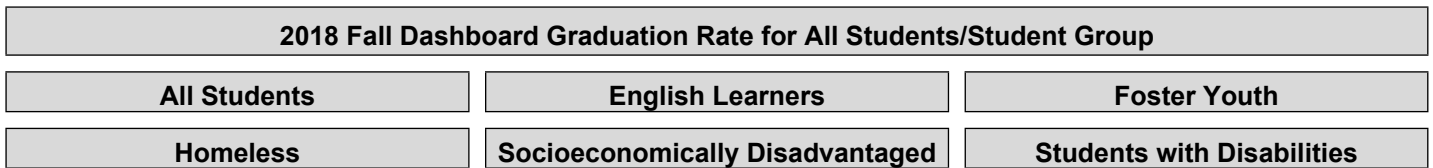
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

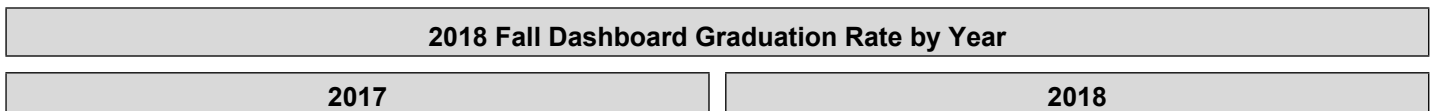
This section provides number of student groups in each color.



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.

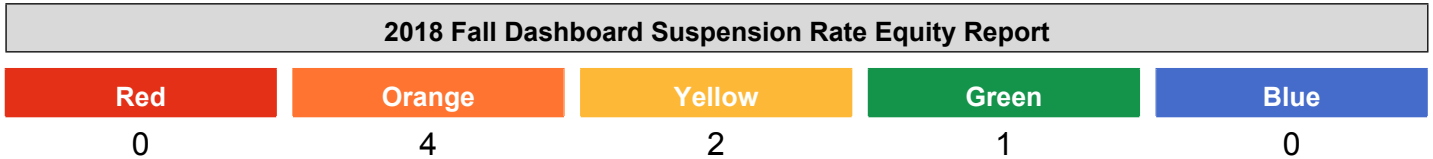
School and Student Performance Data

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>  Orange 1.7% suspended at least once Increased 0.6% 633 students	<p>English Learners</p>  Orange 1.1% suspended at least once Increased 1.1% 90 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 students
<p>Homeless</p>  Orange 3.3% suspended at least once Increased 1.5% 61 students	<p>Socioeconomically Disadvantaged</p>  Orange 2.3% suspended at least once Increased 0.7% 386 students	<p>Students with Disabilities</p>  Yellow 2% suspended at least once Maintained 0.2% 98 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 2.4% suspended at least once Declined -2.1% 42 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0% suspended at least once Maintained 0% 20 students	 No Performance Color 0% suspended at least once Maintained 0% 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.3% suspended at least once Maintained 0.2% 374 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color Less than 11 Students - Data 2 students	 Orange 3% suspended at least once Increased 2.3% 166 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.3% suspended at least once	1.1% suspended at least once	1.7% suspended at least once

Conclusions based on this data:

1. 2018 Fall Dashboard Suspension Rate for All Students/Student Group data shows that Homeless Students are suspended 1.6% more than all students at the school.
2. The 2018 data shows that there was a decrease in African American suspensions with a 2.1% decline.
3. The suspension rate for white students in 2018 increased by 2.3%.

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

System Alignment

Goal 1

GOAL # 1 – Align literacy systems to create a cohesive pathway TK-8 .

Identified Need

ELA and Math scores have shown relatively equal groups of students in all achievement bands that need specific instruction at a particular DOK level of each standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data (Summative)	___% Exceeded ___%Met ___%Nearly Met ___%Not Met ELA	An increase of 10% in our Standard Met data of 30.32% in ELA
iReady Data (Formative)	2018-19:	Increase by 3% of students meeting grade level standards at each grade level in ELA
Lexile Scores	2018-19:	Increase lexile scores by 150 points for each student.

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

Three instructional aides will assist the Literacy Coach to provide additional intensive reading intervention for students below grade level in reading in grades TK-5.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

32,424.00	Title I
	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Personnel to assess our English Learners, communicate the results with parents, and complete reports and provide parent translations for parent/teacher conferences.

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)
1,000.00	Title I
500.00	Title I

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

Deconstruct Grade Level Standards in Literature and Information in order to align instructional practices to DOK and standard specific outcomes for personal student goal interventions and growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,500.00	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

Implement Corrective Reading intervention program for identifying tier 3 intervention students and providing accelerated intervention.

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)

4,000.00

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strengthen K-3 literacy program by continuing SIPPS implementation, Guided Reading strategies utilizing classroom coaching and write from the Beginning Training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

16,000.00

Source(s)

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

Implement constructed response and close read strategies in ELA, Math, Science, and Social Studies by utilizing ThinkCERCA.

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)

15,000.00

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide primary intervention opportunities during and outside for the school day for students below grade level in reading.

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)

2,000.00

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide online subscription to Discovery Education to support literacy in science.

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)

3,000.00

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Teachers with PLC time to look at data and adjust instruction 2 x 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)

Source(s)

6500.00

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Title One/ELL Students

Strategy/Activity

Provide students with check out Take Home Chromebooks in Grades 3 and 4 to allow home use of iReady and other instructional programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000.00

Source(s)

Title I

Strategy/Activity 11

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 Professional Development Opportunities for integrated Literacy training in NGSS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

ELLI

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with Spiral/Comp Books for Science, Math and ELA journals to improve student engagement and creativity.

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)

5,000.00

Source(s)

ELLI

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Novels and Picture Books related to Science and technology school wide.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000.0	ELLI

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

Innovative Use of Technology

Goal 2

Increase STEM capacity with a focus on student use of innovative technology and classroom coaching in NGSS and PBL.

Identified Need

Student surveys reflected a desire to see our academy of innovation consider how our students prefer to receive information.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Technology Integration Matrix (TIM)	2018-19:	Teachers will move one descriptor for each cell of the Technology Integration Matrix (TIM).
Number of Roots and Shoots mini Grants program school wide	2018-19:	Establish 3 mini grants per grade level.
Teacher perception surveys	2018-19:	Growth in one descriptor for each cell.

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

Develop and Implement a student survey to obtain information on students' preference in technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Provide all students with a combination of Cyberbullying, Internet Safety and/or Social Networking lessons to ensure online safety.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to implement the Chromebook take home program for all students in grades 5-8 and provide students with chromebook covers, computer safety training, and basic troubleshooting strategies to support success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parents of students in 5-8 a parent information/training session to ensure parents understand the responsibilities of the Take-Home program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement professional development for classroom coaching with lead STEM committee teachers to build capacity for onsite STEM coaching.

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)

10,000.00

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 ongoing support of PBL, STEM, PLTW, FOSS and innovative Technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

16,000.00

ELLI

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide teachers with innovative summer reads and journals for PLC group.

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)

800.00

ELLI

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

Teaching and Learning

Goal 3

GOAL #3 - Increase overall improvement of teacher efficacy with instruction and student goal setting.

Identified Need

Both CAASPP and benchmark data shows student achievement has been stagnate in both ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	30.15% of students met or exceeded math standards	40.15% of students will meet or exceed math standards
Benchmark Data	2018-19	Increase by 3% in each grade level in Math
CA Dashboard Data		

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

Lead teachers will attend the CMC conferences, other nationally recognized conferences and district provided staff development to support Common Core math instruction, increased student engagement, and technology use in math instruction at out site.

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)
7,300.00	ELLI

1,000.00

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

New teachers will attend district provided and funded GET, SET, GO Training for inclusion and DNA Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Provide teachers with staff meeting time plan personal goal setting with students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

implement use of instructional rubrics and personal leadership skills rubrics for teacher and student self assessment and conference with administration/teacher for goal setting.

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)

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

Inclusive Environment

Goal 4

Climate and Culture: Create a habitat of happiness within an inclusive co-teach and co-lab model and parent education

Identified Need

SEL Social emotional competency

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries UUSD Interventions and Assertive Discipline	2018-19:	Reduce discipline referrals by 10%
Mustang Manner Awards	2018-19:	Increase Mustang Manner awards by 2% every month.
Climate and Culture Survey	2018-19:	increase safety and connected engagement responses by 10%

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

Continue fidelity Tier 1 PBIS Implementation.

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Bullying Assemblies, Pep Rallies, Community Circles, Awards assemblies etc. to create common language, expectations and celebrations.

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)

6,000.00

Source(s)

ELLI

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

Purchase PBIS signage to create common expectations and language.

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)

6,000.00

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

Strategy/Activity

Establish Wellness Center for social emotional tier 3 students with behavioral issues.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000.00

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide PBIS Leadership Team with Planning and TFI Time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

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 Student and Parent Education on Mindfulness, Tapping, Yoga, and other stress reducing strategies as well as current issues like social media, vaping, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I

2,000.00

ELLI

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Build teacher capacity for onsite behavior and inclusion training by providing specialist teachers with professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,000.00

Source(s)

ELLI

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Teachers, staff and students with SEL materials that promote positive behavior.

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)

4,000.00

Source(s)

ELLI

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Safety Committee will update the site Safety Plan, inventory and updated needed supplies, and help plan district-wide disaster events.

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)

1,000.00

Source(s)

ELLI

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement Harvest of the Month program to support healthy eating.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement monthly attendance awards to promote school 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)

1,000 LCAP

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide planners or folders for student organization.

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)

1,100.00 ELLI

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide flexible seating options

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6,000.00

SITE

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

Teaching and Learning

Goal 5

Implement research based numeracy instructional strategies.

Identified Need

CAASPP scores indicate a need for improvement in pedagogy and rigor.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2018-19	An increase of 10% in our Standard Met data of ___ % in Math
DNA Math Shift Rubric	2018-19	Teachers will move one descriptor for each cell of the DNA Math Shifts.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teachers with supplemental math materials such as Eureka Math, Agendas and Anglegs to improve lesson delivery in DNA Math shifts.

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)

8,500.00

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)

All Students

Strategy/Activity

Hold STEM Advisory 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)

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

Provide teachers with multiple staff development and to gain expertise and develop common language in CRA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

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

All Students

Strategy/Activity

Build a team to facilitate classroom walkthroughs through numeracy rubric lens.

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)

1,200

ELLI

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide teachers with a summer planning day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,600.00

Source(s)

ELLI

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 collaborative time to understand numeracy criteria rubric and self assess.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide after school STEM clubs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement CCGI (College Career Guidance Initiative) program in grades 6-8

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create a TK-5 Robotic Pathway.

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)

2,000.00

ELLI

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

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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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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	\$194,424.00

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	\$122,424.00

Subtotal of additional federal funds included for this school: \$122,424.00

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 (\$)
ELLI	\$65,000.00
LCAP	\$1,000.00
SITE	\$6,000.00

Subtotal of state or local funds included for this school: \$72,000.00

Total of federal, state, and/or local funds for this school: \$194,424.00

School Site Council Membership

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

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

Name of Members	Role
Jennifer Morris	Principal
Alma Marroquin	Parent or Community Member
Debbie Peters	Other School Staff
Jenny Skvarna	Classroom Teacher
Cynthia Franco	Classroom Teacher
Shannon Varney	Parent or Community Member
Kristen Knowles	Other School Staff
Roosevelt Bowie	Parent or Community Member
Carrie Camacho	Parent or Community Member
Arika Griffin	Parent or Community Member
	Parent or Community Member
	Classroom Teacher

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
	Other: Site Leadership

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

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

This SPSA was adopted by the SSC at a public meeting on 10/28/19.

Attested:

Principal, Jennifer Morris on 10/28/19
SSC Chairperson, Shannon Varney on 10/28/19

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

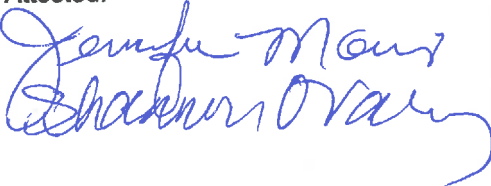
- English Learner Advisory Committee
- Other: Site Leadership

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

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

This SPSA was adopted by the SSC at a public meeting on 10/28/19.

Attested:



- Principal, Jennifer Morris on 10/28/19
- SSC Chairperson, Shannon Varney on 10/28/19