

School Year: 2019-20



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pepper Tree Elementary School	36 75069 6109573	6-11-19	

Purpose and Description

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

Schoolwide Program

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

Pepper Tree will use funds to provide resources and support in the areas of ELA, math, English Language Development and social emotional development.

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).

Pepper Tree used the District Student & Parent survey data to assist us in fostering positive school climates and engagement in learning.

According to the student survey results, 85% of our students have a measure of involvement and enthusiasm for school. According to the results, the following are areas that need improvement:

69% of our students reported learning or doing something interesting the day prior to taking the survey

65% of our students reported that in the last seven days someone has told them they had done good work at school

56% of our students feel that students treat each other well.

According to the parent survey results, 85.5% of our parents responded positively to the teaching and learning at Pepper tree. According to the results, the following are areas that need improvement:

74.3% of our parents feel that their child has at least one adult on campus who advocates for him/her in the school

70.1% of our parents feel that there are multiple opportunities for their child to be involved in after school activities

Based on these results, Pepper Tree will continue to focus on improving our positive school climate with a focus on positive reinforcement, character traits & building a culture of caring and supportive adults.

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 in their classrooms. Several observations take place in each classroom throughout the year. 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 teachers who are on the evaluation list. These observations include a lesson plan and are followed by a conference where the details of the lesson are discussed and feedback is given.

Summary of findings: Classroom observations demonstrate that teachers have a working understanding of the CSTP's and the Common Core State Standards. Teachers are collaborating regarding instructional planning and common assessments to ensure mastery of the Common Core State Standards.

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)

Pepper Tree uses multiple measures throughout the school year to inform instruction: Reading and Lexile assessments, benchmark assessments, CCSS Unit assessments, Exit Tickets, and formative assessments created by grade level teams.

At the beginning of each year, Pepper Tree staff analyzes student performance on beginning-of-the-year grade level assessments and state testing to determine areas of strength and weaknesses within the strands for ELA and math. Teachers meet in grade level teams to discuss the data and individually with the administrator. These discussions clarify effective instructional practices to build upon and refinements that need to be made to better ensure student learning. This data is used to preliminarily establish groups for differentiated instruction.

In 2019-2020, teachers will utilize Common Core Standards, I-Ready Assessments and formative assessments. These assessments reflect student understanding of identified common core standards for their grade level. These assessments are used to form groups for differentiated instruction as well. Teachers reteach important concepts and discuss best instructional practices to ensure student proficiency with standards. Site personnel analyze 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. Results from these assessments are used to plan instruction to meet the needs of all learners. Through staff meetings and weekly Professional Learning Community meetings, data is analyzed to design and develop groups for differentiated instruction on an ongoing basis.

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

Teachers analyze data from Common Formative and standard embedded Unit Assessments. Teachers analyze results in their weekly collaborative meetings and use the data to modify instructional practices and ensure optimal student learning. Teachers collaborate with colleagues and share strategies and best practices that are most effective in their classroom. In addition, intervention time is embedded in the daily schedule to provide extra support and ensure mastery of the Common Core Standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Pepper Tree boasts a highly qualified faculty with many holding 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 highly qualified teachers receive professional development related to the Common Core Standards and the newly adopted ELA curriculum.

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

Staff development is planned to ensure effective instruction with the Common Core State Standards. Staff meetings and modified days are designed to provide teachers with staff development and time to collaborate and identify instructional strategies that are rigorous, aligned with the Common Core Standards and identify what students need to learn. Teachers develop assessments to determine what students have learned and to design intervention/enrichment strategies based on student needs. Regular teacher observations and post conferences are held to provide instructional feedback on Common Core standards, student engagement, and effective classroom practices.

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

Teachers receive instructional support through staff meetings, Professional Learning Communities, administration, and district specialists brought on site as needed. The district provides instructional support through the use of the Teaching Channel, outside support providers, and Ed Tech training. Teacher Inservice days are carefully planned to provide additional instructional support for Common Core research and understanding, teaching strategies and technology. At Pepper Tree Elementary, instructional support to implement technology in the classroom takes place during staff meetings, weekly planning meetings, and other scheduled trainings.

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

Teachers collaborate a minimum of 90 minutes every Wednesday on our minimum days. In addition, communication among grade level teams occurs on a daily basis.

During collaboration meetings, teachers discuss student progress, standards alignment and infusing technology into the curriculum. Student progress is analyzed through assessment results, teacher observation and student progress on mastery of the standards. Teachers use the results to plan for instruction and intervention.

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 instructional resources to support daily instruction.

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

Pepper Tree adheres to the K-6 state recommended instructional minutes for reading/language arts and mathematics. Recommended EL minutes are being met through an EL instructor and by teachers providing small group intervention within their classroom. The use of the SIPPS program, Wonders ELD and Avenues is embedded in instruction.

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

Intervention groups are determined from formal and informal assessments that measure progress towards the Common Core standards. Intervention time is embedded in daily schedules.

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

All students have access to state adopted curriculum and materials.

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

All highly qualified teachers use all SBE-adopted and standards-aligned instructional materials for general education, interventions, and special education.

Opportunity and Equal Educational Access

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

Underperforming students have access to state adopted curriculum and standards based instruction on a daily basis. All students participate in consistent instructional blocks for English Language Arts (Reading and Writing) and Mathematics. Students in need of extra support receive weekly intervention. Identified EL students scoring below proficient on the California English Language Development Test (CELDT) also receive 30 minutes of daily English Language Development instruction from a credentialed teacher.

Evidence-based educational practices to raise student achievement

Teachers meet in Professional Learning Communities on a weekly basis. A portion of their weekly discussion relates to students performing at-risk. Common formative assessments are developed to assess student learning and determine proficiency towards grade level standards. Each grade level implements research-based educational practices for intervention.

Other research-based educational practices to raise student achievement include:

Small group instruction - skill based, need based, interest based

Collaborative instruction

Differentiated instruction and materials - graphic organizers, leveled materials, modified instruction

Scholastic Reading Counts

I-Ready

Reading Eggs

More Starfall

Study Island

Reading Express

RazKids

Newsela

Flocabulary

Length of instruction - previews, reviews, short segments, frequent summaries, modified assignments

Enrichment opportunities

Written information made accessible on audio and/or video

Independent use of technology - Computers, document camera, internet, etc.

Project Based learning

Google Classroom

Daily 5 strategies

Reading Intervention support

Math Exemplars

Thinking Maps

Scholastic News

SIPPS

Rewards

Read Naturally

Parental Engagement

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

Healthy Start

Parent volunteers to assist in small group and/or 1:1

Web-based sites for remediation, enrichment, and support

Differentiated materials designed and developed by teachers

Differentiated materials purchased for leveled reading

Math manipulatives

Peer tutors

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 with our school and district communities by becoming members of DLAC, ELAC, GATE, SSC Advisory Committees and PTA. Family and community involvement takes place at a multitude of levels; Parent volunteers are an integral part of our school community.

Involvement with parents includes:

PTA

Pepper Tree Website that contains parent and student resources

Pepper Tree Twitter page

Family Reading Night

Family Math Night

Watch D.O.G.S

Fall Family Event

Spring Family Event

Science Fair Night

Back-to-School Night

Monthly Dine-out Nights

Donuts with Dads

Muffins with Moms

Open House

Parent Conferences

Award Assemblies

Volunteer Recognition

Student Study Teams

Parent Volunteering

Teacher Newsletters

Communication folders

Student binders

Automated dialing system for communicated school information

Parents and community members are consistently invited and encouraged to serve on school site committees that support the overall goals and vision for the school.

Funding

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

The district provides instructional support through the use of the Teaching Channel, outside support providers, and Illuminate. A part-time EL teacher provides English support and instruction for EL students who score below Level IV on the CELDT. Two full-time RSP teachers and an Instructional aide provide instruction and support for students who have an IEP. A full-time SLP provides support for students on a Speech IEP.

Fiscal support (EPC)

Pepper Tree receives funding from district general budget, categorical, donation, 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

Pepper Tree Elementary has a committee comprised of teachers and parents that provide input/strategies regarding the school improvement plan. Teacher stakeholders were selected from each grade level. Parents were selected from a school-wide voting process. Parents and teachers understand their role and are advised of their expectations prior to implementation of the position. The committee is comprised of parents and teachers. The stakeholders are provided with samples

of previous SPSA plans and all necessary documents (i.e. student performance data) that will allow for decision making concentrating on success for all 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	0.3%	0.39%	0.25%	2	3	2
African American	5.1%	5.86%	5.05%	40	45	41
Asian	9.8%	10.42%	11.58%	77	80	94
Filipino	2.0%	2.21%	2.09%	16	17	17
Hispanic/Latino	35.5%	33.98%	33.5%	278	261	272
Pacific Islander	0.1%	0.13%	0.12%	1	1	1
White	42.4%	41.67%	40.52%	332	320	329
Multiple/No Response	1.4%	1.82%	3.08%	11	14	25
Total Enrollment				784	768	812

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	105	108	116
Grade 1	111	115	118
Grade 2	104	111	120
Grade3	112	100	119
Grade 4	109	113	108
Grade 5	118	111	114
Grade 6	113	110	117
Grade 7	11		
Grade 8	1		
Total Enrollment	784	768	812

Conclusions based on this data:

1. Pepper Tree has had a slight increase in our Asian population.
2. Pepper Tree has had a slight decrease in our Hispanic and white population.
3. Pepper Tree's enrollment decreased by 16 students from the previous year,

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	40	49	30	5.1%	6.4%	3.7%
Fluent English Proficient (FEP)	55	53	86	7.0%	6.9%	10.6%
Reclassified Fluent English Proficient (RFEP)	6	10	27	16.7%	25.0%	55.1%

Conclusions based on this data:

1. The number of EL students has increased over the last three years.
2. There was a 9 % increase of students who were Reclassified Fluent English Proficient (RFEP) from the previous year.
3. Our Fluent English Proficient (FEP) has remained consistent over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	111	103	119	109	103	119	109	103	119	98.2	100	100
Grade 4	107	112	108	106	111	107	106	111	107	99.1	99.1	99.1
Grade 5	116	111	114	115	109	113	115	109	113	99.1	98.2	99.1
Grade 6	114	110	118	113	110	117	113	110	117	99.1	100	99.2
All Grades	448	436	459	443	433	456	443	433	456	98.9	99.3	99.3

* 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	2461.	2486.	2482.	44.04	52.43	45.38	19.27	24.27	27.73	23.85	15.53	17.65	12.84	7.77	9.24
Grade 4	2502.	2523.	2515.	41.51	47.75	46.73	22.64	22.52	23.36	16.98	15.32	15.89	18.87	14.41	14.02
Grade 5	2537.	2555.	2557.	33.04	46.79	37.17	34.78	27.52	38.05	16.52	17.43	18.58	15.65	8.26	6.19
Grade 6	2572.	2573.	2568.	26.55	34.55	26.50	47.79	36.36	43.59	18.58	20.91	22.22	7.08	8.18	7.69
All Grades	N/A	N/A	N/A	36.12	45.27	38.82	31.38	27.71	33.33	18.96	17.32	18.64	13.54	9.70	9.21

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	40.37	47.57	45.38	38.53	39.81	43.70	21.10	12.62	10.92
Grade 4	35.85	50.45	47.66	43.40	37.84	37.38	20.75	11.71	14.95
Grade 5	36.52	48.62	46.02	52.17	37.61	47.79	11.30	13.76	6.19
Grade 6	30.97	38.18	35.90	56.64	45.45	48.72	12.39	16.36	15.38
All Grades	35.89	46.19	43.64	47.86	40.18	44.52	16.25	13.63	11.84

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	44.04	37.86	36.97	37.61	49.51	51.26	18.35	12.62	11.76
Grade 4	35.85	41.44	28.97	49.06	41.44	57.01	15.09	17.12	14.02
Grade 5	46.96	50.46	31.86	41.74	43.12	61.06	11.30	6.42	7.08
Grade 6	44.25	34.55	25.64	46.02	55.45	62.39	9.73	10.00	11.97
All Grades	42.89	41.11	30.92	43.57	47.34	57.89	13.54	11.55	11.18

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	34.86	46.60	41.18	55.96	50.49	56.30	9.17	2.91	2.52
Grade 4	25.47	37.84	44.86	59.43	57.66	49.53	15.09	4.50	5.61
Grade 5	25.22	33.94	33.63	64.35	57.80	60.18	10.43	8.26	6.19
Grade 6	24.78	30.00	28.21	71.68	63.64	67.52	3.54	6.36	4.27
All Grades	27.54	36.95	36.84	62.98	57.51	58.55	9.48	5.54	4.61

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	35.78	55.34	40.34	47.71	37.86	48.74	16.51	6.80	10.92
Grade 4	39.62	43.24	44.86	46.23	45.05	44.86	14.15	11.71	10.28
Grade 5	36.52	45.87	39.82	40.00	45.87	52.21	23.48	8.26	7.96
Grade 6	46.90	52.73	39.32	46.02	37.27	50.43	7.08	10.00	10.26
All Grades	39.73	49.19	41.01	44.92	41.57	49.12	15.35	9.24	9.87

Conclusions based on this data:

1. 73% of all Pepper Tree students in grades 3-6 met or exceeded the standard in ELA, an increase of 9% from the previous year.
2. We made growth in all ELA claim performances; Reading had a 7 % increase, Writing had a 2 % increase, Listening had a 6% increase and Research/Inquiry had a 5 % increase from the previous year.
3. Third grade had the highest increase in scores with a 14% increase from the previous year.

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	111	103	119	109	103	118	109	103	118	98.2	100	99.2
Grade 4	107	112	108	106	111	107	106	111	107	99.1	99.1	99.1
Grade 5	116	111	114	115	110	113	115	110	113	99.1	99.1	99.1
Grade 6	114	110	118	112	110	116	112	110	116	98.2	100	98.3
All Grades	448	436	459	442	434	454	442	434	454	98.7	99.5	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2470.	2485.	2485.	30.28	41.75	40.68	39.45	40.78	38.14	23.85	14.56	17.80	6.42	2.91	3.39
Grade 4	2496.	2517.	2520.	21.70	30.63	35.51	34.91	32.43	34.58	32.08	32.43	23.36	11.32	4.50	6.54
Grade 5	2548.	2539.	2549.	37.39	33.64	34.51	25.22	16.36	24.78	26.96	38.18	29.20	10.43	11.82	11.50
Grade 6	2567.	2571.	2563.	28.57	30.00	29.31	30.36	29.09	29.31	31.25	30.91	27.59	9.82	10.00	13.79
All Grades	N/A	N/A	N/A	29.64	33.87	35.02	32.35	29.49	31.72	28.51	29.26	24.45	9.50	7.37	8.81

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	54.13	66.02	63.56	39.45	29.13	28.81	6.42	4.85	7.63	
Grade 4	42.45	51.35	57.94	32.08	32.43	29.91	25.47	16.22	12.15	
Grade 5	46.96	36.36	43.36	35.65	44.55	38.94	17.39	19.09	17.70	
Grade 6	33.93	40.91	42.24	46.43	41.82	37.07	19.64	17.27	20.69	
All Grades	44.34	48.39	51.76	38.46	37.10	33.70	17.19	14.52	14.54	

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	36.70	46.60	46.61	52.29	47.57	46.61	11.01	5.83	6.78	
Grade 4	26.42	41.44	38.32	54.72	41.44	46.73	18.87	17.12	14.95	
Grade 5	27.83	24.55	27.43	57.39	52.73	55.75	14.78	22.73	16.81	
Grade 6	35.71	35.45	27.59	47.32	49.09	47.41	16.96	15.45	25.00	
All Grades	31.67	36.87	35.02	52.94	47.70	49.12	15.38	15.44	15.86	

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	38.53	54.37	42.37	49.54	41.75	49.15	11.93	3.88	8.47
Grade 4	30.19	38.74	39.25	50.94	48.65	50.47	18.87	12.61	10.28
Grade 5	28.70	30.00	30.97	53.91	52.73	52.21	17.39	17.27	16.81
Grade 6	26.79	30.91	27.59	54.46	50.91	54.31	18.75	18.18	18.10
All Grades	31.00	38.25	35.02	52.26	48.62	51.54	16.74	13.13	13.44

Conclusions based on this data:

1. 64% of all students in grades 3-6 met or exceeded the standard in math an increase of 2% from the previous year.
2. 87% of all students met or exceeded standards in Communicating Reasoning which is a 2 % increase from last year.
3. Third grade had the highest increase in scores with a 13% increase from the previous year.

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	1477.8		1477.1		1479.2		14	
Grade 1	*		*		*		*	
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 5	*		*		*		*	
All Grades							23	

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	60.87		*		*		*		23	

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	69.57		*				*		23	

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	*	*	*	*	*	*			14	
Grade 1	*	*	*	*			*	*	*	
Grade 2	*	*			*	*			*	
Grade 3			*	*					*	
Grade 5							*	*	*	
All Grades	12	52.17	*	*	*	*	*	*	23	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	78.57		*				14	
All Grades	73.91		*		*		23	

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	56.52		*		*		23	

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	56.52		*		*		23	

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	47.83		*		*		23	

Conclusions based on this data:

1. 61% of our English Learner students scored at a Level 4 (Well Developed) on their Overall Language score.
2. 74% of our English Learner students scored at a Level 4 (Well Developed) on their Listening score.
3. 57% of our English Learner students scored at a Level 4 (Well Developed) on their Reading score.

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
768	22.4%	6.4%	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	49	6.4%
Foster Youth	4	0.5%
Homeless	9	1.2%
Socioeconomically Disadvantaged	172	22.4%
Students with Disabilities	75	9.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	5.9%
American Indian	3	0.4%
Asian	80	10.4%
Filipino	17	2.2%
Hispanic	261	34.0%
Two or More Races	27	3.5%
Pacific Islander	1	0.1%
White	320	41.7%

Conclusions based on this data:

1. Pepper Tree's largest subgroup is our White population at 42%.
2. Pepper Tree's second largest subgroup is Hispanic at 34%.
3. 22% of Pepper Tree's student population are Socioeconomically Disadvantaged.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Pepper Tree's highest academic performance was in ELA with a significant increase.
2. Pepper Tree's math performance increased slightly.
3. Pepper Tree's suspension rate increased by 1 %. Approximately 1.5% of students were suspended at least once which equates to approximately 11 students.

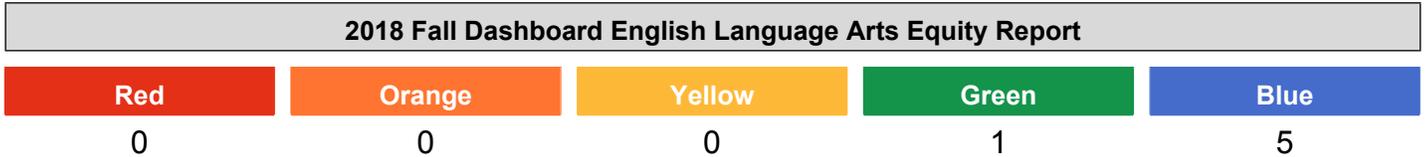
School and Student Performance Data

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>  Blue 50.1 points above standard Increased 15.4 points 424 students	<p>English Learners</p>  Blue 63 points above standard Increased 15.9 points 38 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Blue 21.5 points above standard Increased 19.6 points 99 students	<p>Students with Disabilities</p>  Green 1.2 points above standard Increased 15.1 points 59 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 32.1 points above standard Increased 5.5 points 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 100.5 points above standard Increased 22.7 points 33 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 38.3 points above standard Increased 20.3 points 154 students	 No Performance Color 69.5 points above standard Increased 12.1 points 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 49.5 points above standard Increased 12 points 178 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
Less than 11 Students - Data Not Displayed for Privacy 3 students	67.1 points above standard Increased 9 points 35 students	47.2 points above standard Increased 14.7 points 374 students

Conclusions based on this data:

1. Pepper Tree's English Learners made significant growth in ELA with an increase of 16 points and 63 points above standard.
2. Pepper Tree's Socioeconomically Disadvantaged subgroup made significant growth in ELA with an increase of 20 points and 21.5 points above standard.
3. Pepper Tree's Students with Disabilities subgroup made growth in ELA with an increase of 15 points and 1.2 points above standard.

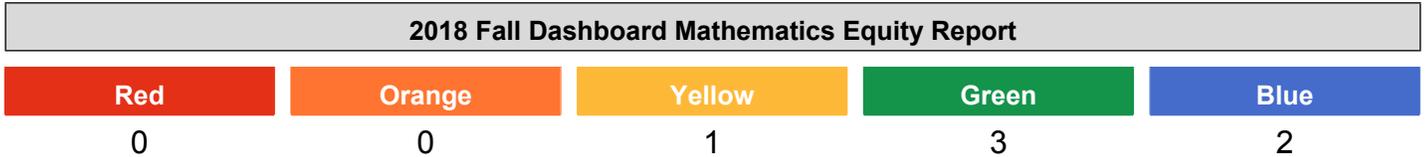
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>28.2 points above standard</p> <p>Increased 6.7 points</p> <p>425 students</p>	<p>English Learners</p>  <p>Blue</p> <p>44.4 points above standard</p> <p>Maintained 0.9 points</p> <p>38 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>1.3 points below standard</p> <p>Maintained 0.8 points</p> <p>100 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>1.2 points above standard</p> <p>Increased 9.7 points</p> <p>60 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 15 points above standard Maintained -1.7 points 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 75.5 points above standard Maintained 0.4 points 33 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.3 points above standard Increased 9.4 points 155 students	 No Performance Color 33.2 points above standard Increased 17.4 points 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 32.5 points above standard Increased 6.3 points 178 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
Less than 11 Students - Data Not Displayed for Privacy 3 students	51.2 points above standard Maintained -2.3 points 35 students	25.1 points above standard Increased 6.8 points 375 students

Conclusions based on this data:

1. Pepper Tree's English Learner subgroup maintained growth in math remaining 44 points above standard.
2. Pepper Tree's Students with Disabilities subgroup made growth in math with an increase of 10 points and remaining 1 point above standard.
3. Pepper Tree's overall math score increased by 7 points and remains 28 points above standard.

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
23	60.9%	30.4%	4.3%	4.3%

Conclusions based on this data:

1. Our English Learner subgroup declined significantly(-11.1%) in 2017 which indicates a high redesignation rate.
2. Math performance increased by 10 points in 2017 and remained in the highest performance band.
3. ELA performance maintained from the previous year and remained in the highest performance band.

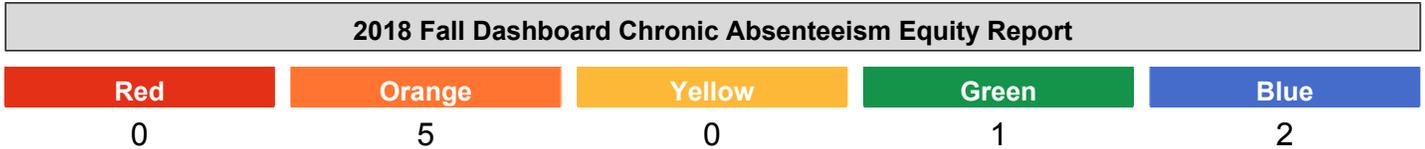
School and Student Performance Data

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
 Yellow	 Orange	 No Performance Color
4% chronically absent	5.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.8%	Increased 3.6%	4 students
781 students	52 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
16.7% chronically absent	7.9% chronically absent	5.5% chronically absent
Declined 6.4%	Increased 3.5%	Increased 3.2%
12 students	191 students	91 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 2.2% chronically absent Increased 2.2% 45 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 0% chronically absent Declined 1.3% 82 students	 No Performance Color 5.9% chronically absent Increased 5.9% 17 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.8% chronically absent Maintained 0.3% 271 students	 Orange 5.3% chronically absent Increased 2.6% 38 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 6.8% chronically absent Increased 4% 324 students

Conclusions based on this data:

1. Pepper Tree's Asian and Hispanic subgroups maintain the lowest absenteeism.
2. Pepper Tree's Socioeconomically Disadvantaged subgroup has the highest absenteeism with an increase of 4%.
3. Pepper Tree's overall absenteeism increased by 2%.

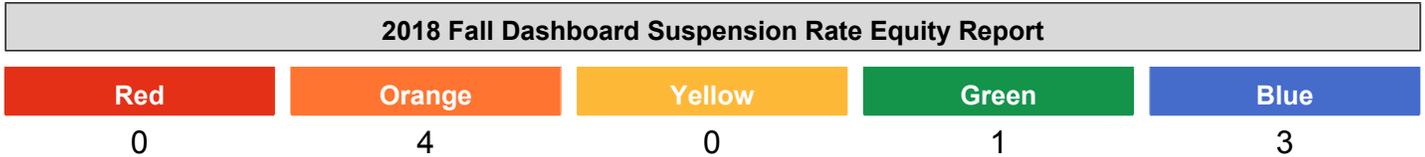
School and Student Performance Data

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 1.5% suspended at least once Increased 1% 784 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 52 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 students
<p>Homeless</p>  No Performance Color 0% suspended at least once Maintained 0% 12 students	<p>Socioeconomically Disadvantaged</p>  Green 1.6% suspended at least once Declined -0.6% 193 students	<p>Students with Disabilities</p>  Orange 2.2% suspended at least once Increased 2.2% 91 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 2.2% suspended at least once Increased 2.2% 45 students	 No Performance Color Less than 11 Students - Data 3 students	 Blue 0% suspended at least once Maintained 0% 82 students	 No Performance Color 0% suspended at least once Maintained 0% 17 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.5% suspended at least once Increased 0.8% 272 students	 Blue 0% suspended at least once Declined -2.7% 38 students	 No Performance Color Less than 11 Students - Data 1 students	 Orange 2.1% suspended at least once Increased 1.8% 326 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.9% suspended at least once	0.5% suspended at least once	1.5% suspended at least once

Conclusions based on this data:

1. Pepper Tree's Asian and English Learner subgroups maintained a 0% suspension rate.
2. Pepper Tree's overall suspension rate increased by 1%.
3. Pepper Tree's Students with Disabilities subgroup suspension rate increased by 2%.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Implement a Multi-Tiered System of Supports (MTSS) that aligns programs and services to meet the academic, social emotional, and physical needs of students.

Goal 1

Create an SST/IEP schedule to review student progress
 Provide support for struggling, high achieving students & students who need social emotional support
 Provide support to improve reading performance for English Learners and at-risk students
 Small group and intervention/enrichment time will be embedded in daily grade level schedules.
 Grade level dashboards will be updated throughout the year at weekly planning meetings to identify and plan interventions for students who are struggling academically or socially.
 School-wide intervention support (Panther Time) is embedded in all grade level daily instructional schedules to provide Tier 2 & Tier 3 support for at-risk students.
 Provide staff development in the area of social emotional learning for all teachers and paraprofessionals
 Implement Tier II PBIS school-wide

Identified Need

27% of student body did not meet standards in ELA & 36% did not meet standards in Math

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
F & P Results	66% of students scored proficient	71% of students will score proficient
CAASPP ELA results	73 % of students scored proficient	80% of students will score proficient
CAASPP math results	64% of students scored proficient	74% of students will score proficient
Reclassification rate	31 students are designated as EI learners	30% will be reclassified

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

The Fountas & Pinnell Reading Inventory will be implemented as followed:

Kinder - two times/year

Grades 1 & 2- three times/year

Grades 3-6 all students scoring below grade level will be assessed three times/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)

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 training for teachers on math strategies to support all students

Provide resources to help students develop math skills

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)

SITE

SITE

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students

All Students

Strategy/Activity

Teachers and personnel to provide intensive support to our English Learners

Purchase resources to support English Learners

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16000	ELLI
15000	ELLI
5000	ELLI

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

Teachers are given opportunities for professional growth through staff development days, release days and professional conferences (i.e. Daily 5, Flipped Classroom, Thinking Maps, SEL)

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)
1100	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

Purchase supplemental materials to support Common Core in the area of 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)
	SITE

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

Professional development to support Social Emotional Learning (District provided and 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)

SITE

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 professional collaboration time to analyze data and plan for instruction by utilizing substitutes
Provide opportunities to meet with parents through SST/IEp meetings to discuss student progress

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

ELLI

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

At-risk Students

Strategy/Activity

Identify students who struggle 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)

SITE

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

Utilize a Literacy Lead teacher to provide staff development in Language Arts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

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

Support for student achievement in the area of Language Arts & math will be provided through the use of research based resources

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)

6576

ELLI

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

Teachers provide direct instruction on CCSS (Go Math, Wonders, supplemental materials, online technology resources and printing costs)

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 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will solve math exemplars/performance tasks and explain and/or demonstrate their thinking process

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

At-risk Students

Strategy/Activity

Identify students who are struggling in math

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

SITE

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Students struggling in ELA or math were identified at the beginning of the year through SRI, Fountas & Pinnell & math scores. Research-based resources were purchased to support their learning and target individual needs.
Staff development in the areas of language arts and math were provided by Literacy Lead teachers and other staff members at monthly staff meetings.
Go Math resources were used to provide students with math performance tasks.
Social emotional training for staff took place at staff meetings.
Parent education nights in the area of social emotional learning were held.
School-wide PBIS implementaion qualified for a Silver award.

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

The Fountas & Pinnell (F & P) was replaced by the district purchased I-Ready for grades 2-6. Grades K & 1 administered the F & P as indicated on our plan. Grades 3-6 administered the I-Ready inventory test and used the results to plan reading groups and intervention.

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

I-ready results will be used to identify at-risk students in math and ELA. The F & P will be used to measure Kindergarten students' growth in reading.
Grade level dashboard data will be incorporate I-Ready reports.
Social Emotional learning curriculum will be implemented in grades K-6 in the 2019-2020 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase consistency and equity in teaching and rigorous learning experiences

Goal 2

Provide on-going monthly professional development in the area of reading/writing to create school-wide continuity.
 Provide on-going monthly professional development in utilizing DNA math strategies to support student learning.
 Provide opportunities for teachers to watch best practices from their colleagues.
 Use data to drive instructional decisions(F& P, IAB, ELPAC, SRI, ACHIEVE 3000, Exit tickets, formative assessments & grade level & unit tests)

Identified Need

Incorporate the newly identified priority standards from the Common Core as a focus of classroom instruction in all classrooms through performance tasks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2017-2018 CAASPP results	86% of students met or nearly met standard in reading	91% of students will meet or nearly meet standard in reading.
2017-2018 CAASPP results	88% of students met or nearly met standard in Writing.	93% of students will meet or nearly meet standard in Writing
2017-2018 CAASPP results	85% of students met or nearly met standard in Problem Solving & Modeling/Data	90% of students will meet or nearly meet standard in Problem Solving & Modeling/Data
2017-2018 CAASPP results	85% of students met or nearly met standard in Concepts & procedures	90% of students will meet or nearly meet standard in Concepts & procedures
2017-2018 ELPAC results	60.87% of all EL students received an overall score of Level 4	70% of all EL students will receive an overall score of Level 4

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will collaborate in grade level teams to design lessons that provide differentiated instruction to meet the needs of all learners.

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

A daily intervention/enrichment schedule will be developed to include all support personnel on campus

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Staff will be provided opportunities to observe in other classrooms to develop a repertoire of best practices/strategies to improve student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

SITE

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Grade levels will maintain a grade level data Dashboard and update weekly or as needed to identify student needs. Data from F& P, IAB, SRI, ELPAC, ACHIEVE 3000, Exit tickets, formative assessments & grade level tests will be used to plan for instruction, intervention and extension.

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

Strategy/Activity

Grade levels will meet bi-yearly to evaluate data and plan for instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1576

ELLI

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Student data was analyzed at grade level collaboration meetings. Intervention schedules were developed by grade level and support staff from RSP and our EL teacher were embedded in the schedules.

Teachers were given opportunities to observe best practices in other classrooms on campus and throughout the district.

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

All teachers were provided with collaboration time (Data Day) to analyze student data and plan for intervention and enrichment. Teachers in grades 3-6 were given an additional Data Day in February to analyze I-Ready data and and plan intervention & support prior to state testing. Due to the shortage of subs and days available, teachers in grades K-2 were not able to have a second Data Day.

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

Grade level dashboards will incorporate I-Ready data which will include: diagnostic results, instructional groupings & diagnostic growth.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Ensure equitable access and use of innovative technology

Goal 3

Provide opportunities for students to support/extend their learning through the use of I-Pads/Chromebooks.

Students will have opportunities to develop keyboarding skills at all grade levels.

Identified Need

Computer literacy skills are essential for students to develop 21st Century learning competence and to be prepared for the high level of computer skills needed for state testing and college readiness. Students need more intervention and enrichment opportunities to meet their individual needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1:1 Chromebook ratio in grades 1-6 I-Pads available for use in Kindergarten Students will have opportunities to take home computers	Technology is available in all classrooms.	Students will use Chromebooks or I-pads to reinforce their learning daily.
Learning will be reinforced in all classrooms through the use of on-line research based programs.	Ten technology research based programs were purchased for 17-18.	All students in grades 1-6 will utilize Chromebooks to reinforce their learning through thirteen research based programs.
I-Pads will be available for kindergarten students to reinforce their learning through on-line research based programs.	I-pads are available in small group instruction and in Daily 5 Center work.	All students in kindergarten will utilize I-Pads to reinforce their learning through research based programs
Students will have access to a 3D printer to explore innovative uses of technology.	Students have not had any access to a 3D printer prior to this year.	Students will complete learning projects using a 3D printer.

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

Strategy/Activity

Online resources and equipment will be purchased to increase student computer literacy skills.

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)

SITE

SITE

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Teachers will have access to a 3D printer to teach Design Thinking and make STEM subjects fun and engaging

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)

SITE

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The following on-line research based programs were purchased/utilized to support student learning in the areas of math and ELA: Raz Kids Plus, Smarty Ants, Headsprout, Reading Eggs, More

Starfall, Flocabulary, Study Island, Achieve 3000, Moby Max, Mystery Science, Bran Pop, Spelling City, Perdeck, Xtra Math, Newsela, & I-Ready.
Chromebooks were utilized daily in grades 1-6.
I-Pads were available and used by all kindergarten students.
We maintained a 1:1 Chromebook ratio in grades 1-6.
Ten students utilized our take-home computer agreement.

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

The 3D printer had a multitude of maintenance issues which made it difficult for students to access. Therefore, students were unable to complete any learning projects.

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

On-line resources will be purchased with ELLI funds and Site funds.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve parent and community engagement

Goal 4

Parent involvement will be encouraged through volunteering, PTA, sponsored events, and school activities. Parents will be provided with opportunities for input in regards to educational programs and services.

Identified Need

We identified a need to have more Dads involved at Pepper Tree.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	Parents accumulated 12,912 volunteer hours in 2017-2018	Volunteer hours will increase by 10% Parent volunteers will be present on campus each day School events will have high attendance by parents Opportunities for involvement will be provided throughout the year
Increase the number of dads who volunteer at school	The majority of parent volunteers are moms	Implement WatchD.O.G.S. program by the end of the year

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

Strategy/Activity

Promote community involvement through school/district community 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)

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

Strategy/Activity

Provide opportunities for all stakeholders to offer input on educational programs and services through meetings, committees, informal conversations and 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)

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

Strategy/Activity

Implement a Watch D.O.G.S. 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 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Increase communication through Blackboard messages, marquee announcements, Twitter and parent groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Opportunities for students to volunteer were available daily across the campus. Watchdog D.A.D.S. was implemented in February 2019. Community involvement was promoted through PTA Family nights/events and school sponsored events such as Family Reading Night, grade level special events and two Parent Education nights. Weekly messages were sent home to inform parents of upcoming events and schedules. The Pepper Tree website was updated weekly and special events/activities were captured on the Pepper Tree Twitter page.

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

No major differences occurred

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

Aeries Communication will replace Blackboard communication messages.

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	\$50,252.00

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

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

State or Local Programs	Allocation (\$)
ELLI	\$50,252.00

Subtotal of state or local funds included for this school: \$50,252.00

Total of federal, state, and/or local funds for this school: \$50,252.00

School Site Council Membership

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

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

Name of Members	Role
Dionthe Cusimano	Principal
Robyn Rishoff	Other School Staff
Michele Brooks	Classroom Teacher
Sandy Campbell	Classroom Teacher
Kelly Tolliver	Classroom Teacher
Tony Rivas	Parent or Community Member
Jaylene Marotte	Parent or Community Member
Jennifer Underwood	Parent or Community Member
Henry Porrero	Parent or Community Member
Vanessa Fahey	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 7-11-19.

Attested:

Principal, Dionthe Cusimano on 7-11-19

SSC Chairperson, Jaylene Marotte on 7-11-19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 7-11-19.

Attested:

Principal, Dionthe Cusimano on 7-11-19

SSC Chairperson, Jaylene Marotte on 7-11-19

Becki Maderega 7-1-19
Principal