

School Year: **2019-20**

# School Plan for Student Achievement (SPSA) Template

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

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

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and 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.

<b>School Name</b>	Cedarcreek Elementary School
<b>Address</b>	27792 Camp Plenty Road Canyon Country, CA 91351
<b>County-District-School (CDS) Code</b>	19649986022651
<b>Principal</b>	Robin Payre
<b>District Name</b>	Saugus Union Elementary School District
<b>SPSA Revision Date</b>	4/16/2019
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## Cedarcreek's Vision

We are a dedicated, compassionate family that respects every scholar's ability to learn, persevere, and succeed.

## Cedarcreek's Mission

Cedarcreek Elementary School's goal is to provide a consistent, safe and secure environment. Parents, teachers, students, and community members strive to provide a positive, challenging, and supportive atmosphere that fosters responsible, productive, and high-achieving citizens.

# School Profile

Cedarcreek Elementary serves approximately 436 students in Transitional Kindergarten through 6th grade which begins in August and ends in June. We are dedicated to academic excellence and community involvement.

Our staff delivers Common Core State Standards-aligned instruction using a Direct Instruction model which ensures all students are presented new material with precise models and ample opportunity to practice with immediate feedback. Our AIM (Assess, Intervene, Monitor) program is used to differentiate instruction for all students based on their academic needs. The AIM program allows us to provide intervention for students in need of extra support, grade-level instruction for students who need more skill practice, and enrichment for our students exceeding the grade-level standards. Language for Learning is Cedarcreek's designated English language development program. Students in Transitional Kindergarten through sixth grade are grouped by English Language Proficiency levels in order to meet their language needs. English only students develop their Speaking and Listening skills through practice with the Common Core State Standards. During integrated times of the day, teacher present lessons that are developed with the language learner in mind with the use of multi leveled entry point sentence frames and academic vocabulary development. Students who begin Cedarcreek as Spanish only in Kindergarten will be reclassified as an English proficient student by the time they exit sixth grade.

Cedarcreek Elementary School offers a variety of after-school intervention and enrichment opportunities for our students. Through Cougar Club, students who are at-risk receive an extended day with specific instruction that will allow them to meet grade-level proficiency levels. Art enrichment classes are also offered free of charge in order to give students the opportunity to use their creative sides and develop a different way of thinking. PTA also provides enrichment classes in a variety of topics, such as cooking, coding and karate.

Partners in Learning parent engagement series was created through a partnership with the district parent liaison, the principal and teachers to encourage parental involvement in their students' academic career. Partners in Learning events have consisted of a Positive Behavior Interventions and Supports night, along with Science, Math and Reading nights. These PIL nights are paired with PTA association meetings to encourage parent involvement in our PTA. Two to three teachers plan for the evening, parent liaison creates fliers and make personal invitation phone calls to parents, and translators are provided. The evening is created as a chance for students and parents to learn together and to complete fun activities.

Our school serves as the heartbeat of our community. Cedarcreek staff members work closely with our varied stakeholders such as our Parent Teacher Association (PTA), School Site Council, and our English Learner Advisory Committee (ELAC). In a joint effort with our parent community, Cedarcreek strives to best serve the academic, personal, and social needs for all of our students.

# Stakeholder Involvement

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

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

The SPSA was created and reviewed by Cedarcreek teachers, School Site Council, and ELAC members. Cedarcreek teachers review at the beginning of the school year and then update during the month of April using CAASPP data and local measures. School Site Council reviews throughout the year on a bimonthly basis. The ELAC committee reviews the SPSA once in October and again in April.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	0.21%			1
African American	1.4%	1.6%	2.13%	7	8	10
Asian	1.6%	0.8%	1.49%	8	4	7
Filipino	1.0%	1.0%	1.49%	5	5	7
Hispanic/Latino	84.6%	85.7%	74.68%	427	418	351
Pacific Islander	0.2%	%	%	1		
White	10.5%	10.0%	19.15%	53	49	90
Multiple/No Response	0.6%	0.4%	0.43%	3	2	2
<b>Total Enrollment</b>				505	488	470

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	87	71	81
Grade 1	54	67	49
Grade 2	55	53	66
Grade3	86	58	55
Grade 4	82	83	58
Grade 5	85	76	83
Grade 6	56	80	78
<b>Total Enrollment</b>	505	488	470

### Conclusions based on this data:

1. Student enrollment has decreased the last three years by about 15 students each school year.
2. The diversity of our students has changed over time. Our hispanic population has decreased while our white population has doubled from 10% to 19%; our African American population has gone up by 1%.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	242	233	224	47.9%	47.7%	47.7%
Fluent English Proficient	52	42	43	10.3%	8.6%	9.1%
Reclassified Fluent English Proficient	23	10	21	8.9%	4.1%	9.0%

### Conclusions based on this data:

1. Enrollment of EL students has decreased each year
2. The number of reclassified students increased and the percentage has gone up.

# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	53	56	85	53	54	85	53	54	100	100	96.4
Grade 4	81	83	61	80	81	59	80	81	59	98.8	97.6	96.7
Grade 5	81	76	81	80	74	80	80	74	80	98.8	97.4	98.8
Grade 6	56	79	82	55	79	81	55	79	81	98.2	100	98.8
All Grades	303	291	280	300	287	274	300	287	274	99	98.6	97.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2421.	2381.	2400.	18	13.21	14.81	31	15.09	27.78	28	22.64	18.52	24	49.06	38.89
Grade 4	2468.	2454.	2439.	28	17.28	16.95	21	24.69	16.95	23	24.69	23.73	29	33.33	42.37
Grade 5	2494.	2487.	2482.	18	20.27	17.50	30	22.97	22.50	25	21.62	25.00	28	35.14	35.00
Grade 6	2571.	2541.	2535.	25	21.52	14.81	44	36.71	39.51	31	22.78	33.33	0	18.99	12.35
All Grades	N/A	N/A	N/A	22	18.47	16.06	30	25.78	27.37	26	23.00	25.91	22	32.75	30.66

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	16	15.09	18.52	53	28.30	38.89	31	56.60	42.59	
Grade 4	21	18.52	16.95	43	58.02	44.07	36	23.46	38.98	
Grade 5	19	16.22	18.75	48	43.24	42.50	34	40.54	38.75	
Grade 6	20	22.78	18.52	56	51.90	59.26	24	25.32	22.22	
All Grades	19	18.47	18.25	49	47.04	47.08	32	34.49	34.67	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	11.32	16.67	61	41.51	40.74	25	47.17	42.59
Grade 4	19	22.22	11.86	55	43.21	52.54	26	34.57	35.59
Grade 5	20	22.97	23.75	51	52.70	51.25	29	24.32	25.00
Grade 6	38	25.32	28.40	49	54.43	53.09	13	20.25	18.52
All Grades	21	21.25	21.17	55	48.43	50.00	24	30.31	28.83

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	15	9.43	22.22	66	66.04	51.85	19	24.53	25.93
<b>Grade 4</b>	14	13.58	18.64	79	70.37	59.32	8	16.05	22.03
<b>Grade 5</b>	19	20.27	17.50	61	55.41	53.75	20	24.32	28.75
<b>Grade 6</b>	16	15.19	7.41	82	68.35	75.31	2	16.46	17.28
<b>All Grades</b>	16	14.98	15.69	71	65.16	60.95	13	19.86	23.36

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	15	16.98	18.52	67	45.28	57.41	18	37.74	24.07
<b>Grade 4</b>	26	20.99	16.95	59	53.09	52.54	15	25.93	30.51
<b>Grade 5</b>	33	22.97	30.00	56	44.59	32.50	11	32.43	37.50
<b>Grade 6</b>	55	35.44	29.63	40	51.90	58.02	5	12.66	12.35
<b>All Grades</b>	30	24.74	24.82	57	49.13	49.27	13	26.13	25.91

**Conclusions based on this data:**

1.



# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	53	56	85	53	55	84	53	55	100	100	98.2
Grade 4	81	83	61	80	83	61	79	83	61	98.8	100	100
Grade 5	81	76	80	80	75	80	80	75	80	98.8	98.7	100
Grade 6	56	79	82	56	79	81	56	79	81	100	100	98.8
All Grades	303	291	279	301	290	277	299	290	277	99.3	99.7	99.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2423.	2384.	2379.	12	5.66	7.27	29	22.64	10.91	36	24.53	36.36	24	47.17	45.45
Grade 4	2454.	2443.	2448.	8	6.02	11.48	19	26.51	16.39	48	37.35	40.98	25	30.12	31.15
Grade 5	2475.	2474.	2480.	9	12.00	16.25	16	14.67	11.25	35	32.00	33.75	40	41.33	38.75
Grade 6	2554.	2516.	2515.	23	16.46	17.28	27	17.72	17.28	36	37.97	33.33	14	27.85	32.10
All Grades	N/A	N/A	N/A	12	10.34	13.72	22	20.34	14.08	39	33.79	35.74	27	35.52	36.46

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	25	13.21	9.09	42	32.08	32.73	33	54.72	58.18	
Grade 4	15	16.87	26.23	42	31.33	26.23	43	51.81	47.54	
Grade 5	15	17.33	20.00	33	36.00	28.75	53	46.67	51.25	
Grade 6	36	20.25	23.46	38	36.71	33.33	27	43.04	43.21	
All Grades	22	17.24	20.22	38	34.14	30.32	40	48.62	49.46	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	11.32	9.09	49	43.40	47.27	32	45.28	43.64
Grade 4	9	10.84	6.56	61	50.60	45.90	30	38.55	47.54
Grade 5	6	8.00	13.75	48	42.67	37.50	46	49.33	48.75
Grade 6	29	13.92	16.05	48	46.84	43.21	23	39.24	40.74
All Grades	15	11.03	11.91	52	46.21	42.96	34	42.76	45.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>Grade 3</b>	21	13.21	7.27	61	50.94	41.82	18	35.85	50.91
<b>Grade 4</b>	13	12.05	13.11	65	46.99	44.26	23	40.96	42.62
<b>Grade 5</b>	8	12.00	11.25	48	37.33	56.25	45	50.67	32.50
<b>Grade 6</b>	18	22.78	14.81	59	44.30	53.09	23	32.91	32.10
<b>All Grades</b>	15	15.17	11.91	58	44.48	49.82	27	40.34	38.27

**Conclusions based on this data:**

1. Concepts is our greatest struggle of the three sections
2. 3rd graders from 2016-17 school year maintained in 4th grade; 2018/19 school year both were at 27%

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1452.4	1461.7	1430.9	35
Grade 1	1476.3	1483.4	1468.7	23
Grade 2	1512.2	1506.7	1517.2	35
Grade 3	1510.2	1505.0	1514.9	24
Grade 4	1517.4	1498.6	1535.8	33
Grade 5	1541.8	1523.7	1559.4	38
Grade 6	1564.7	1555.4	1573.5	27
All Grades				215

Overall 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	40.00	16	45.71	*	*	*	*	35
Grade 1	13	56.52	*	*	*	*			23
Grade 2	25	71.43	*	*					35
Grade 3	*	*	*	*	*	*	*	*	24
Grade 4	*	*	16	48.48	*	*	*	*	33
Grade 5	19	50.00	16	42.11	*	*			38
Grade 6	17	62.96	*	*	*	*			27
All Grades	105	48.84	79	36.74	24	11.16	*	*	215

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	20	57.14	11	31.43	*	*	*	*	35
Grade 1	16	69.57	*	*	*	*			23
Grade 2	26	74.29	*	*	*	*			35
Grade 3	13	54.17	*	*	*	*	*	*	24
Grade 4	13	39.39	12	36.36	*	*	*	*	33
Grade 5	22	57.89	13	34.21	*	*			38
Grade 6	18	66.67	*	*					27
All Grades	128	59.53	58	26.98	25	11.63	*	*	215

<b>Written Language</b>									
<b>Number and Percentage of Students at Each Performance Level for All Students</b>									
<b>Grade Level</b>	<b>Level 4</b>		<b>Level 3</b>		<b>Level 2</b>		<b>Level 1</b>		<b>Total Number of Students</b>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	
<b>Grade K</b>	14	40.00	*	*	*	*	*	*	35
<b>Grade 1</b>	*	*	*	*	*	*	*	*	23
<b>Grade 2</b>	22	62.86	*	*	*	*			35
<b>Grade 3</b>	*	*	*	*	*	*	*	*	24
<b>Grade 4</b>	*	*	*	*	*	*	*	*	33
<b>Grade 5</b>	18	47.37	17	44.74	*	*			38
<b>Grade 6</b>	11	40.74	11	40.74	*	*			27
<b>All Grades</b>	89	41.40	73	33.95	38	17.67	15	6.98	215

<b>Listening Domain</b>							
<b>Number and Percentage of Students by Domain Performance Level for All Students</b>							
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>
<b>Grade K</b>	30	85.71	*	*	*	*	35
<b>Grade 1</b>	17	73.91	*	*			23
<b>Grade 2</b>	26	74.29	*	*			35
<b>Grade 3</b>	11	45.83	*	*	*	*	24
<b>Grade 4</b>	13	39.39	18	54.55	*	*	33
<b>Grade 5</b>	22	57.89	16	42.11			38
<b>Grade 6</b>	14	51.85	13	48.15			27
<b>All Grades</b>	133	61.86	75	34.88	*	*	215

<b>Speaking Domain</b>							
<b>Number and Percentage of Students by Domain Performance Level for All Students</b>							
<b>Grade Level</b>	<b>Well Developed</b>		<b>Somewhat/Moderately</b>		<b>Beginning</b>		<b>Total Number of Students</b>
<b>Grade K</b>	13	37.14	19	54.29	*	*	35
<b>Grade 1</b>	12	52.17	11	47.83			23
<b>Grade 2</b>	28	80.00	*	*			35
<b>Grade 3</b>	12	50.00	*	*	*	*	24
<b>Grade 4</b>	18	54.55	13	39.39	*	*	33
<b>Grade 5</b>	25	65.79	13	34.21			38
<b>Grade 6</b>	21	77.78	*	*			27
<b>All Grades</b>	129	60.00	79	36.74	*	*	215

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	31.43	23	65.71	*	*	35
Grade 1	14	60.87	*	*	*	*	23
Grade 2	26	74.29	*	*	*	*	35
Grade 3	*	*	11	45.83	*	*	24
Grade 4	*	*	18	54.55	*	*	33
Grade 5	12	31.58	25	65.79	*	*	38
Grade 6	11	40.74	*	*	*	*	27
All Grades	85	39.53	101	46.98	29	13.49	215

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	25	71.43	*	*	*	*	35
Grade 1	*	*	15	65.22	*	*	23
Grade 2	13	37.14	21	60.00	*	*	35
Grade 3	*	*	14	58.33	*	*	24
Grade 4	16	48.48	16	48.48	*	*	33
Grade 5	30	78.95	*	*			38
Grade 6	11	40.74	16	59.26			27
All Grades	107	49.77	98	45.58	*	*	215

**Conclusions based on this data:**

1. Listening and Speaking scores 2- 6th grade is a strength
2. 60% of our students are on Level 4 in oral language

# 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
<b>470</b>	<b>80.0%</b>	<b>47.7%</b>	<b>0.4%</b>

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	224	47.7%
Foster Youth	2	0.4%
Homeless	17	3.6%
Socioeconomically Disadvantaged	376	80.0%
Students with Disabilities	53	11.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.1%
American Indian	1	0.2%
Asian	7	1.5%
Filipino	7	1.5%
Hispanic	351	74.7%
Two or More Races	2	0.4%
White	90	19.1%






### Conclusions based on this data:

1. Our Hispanic population has grown to 75%.
2. The percentage of English Learners is only 50% so we know that many students are entering already knowing English.
3. The percentage of SD students has grown to 80%.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

- 1.

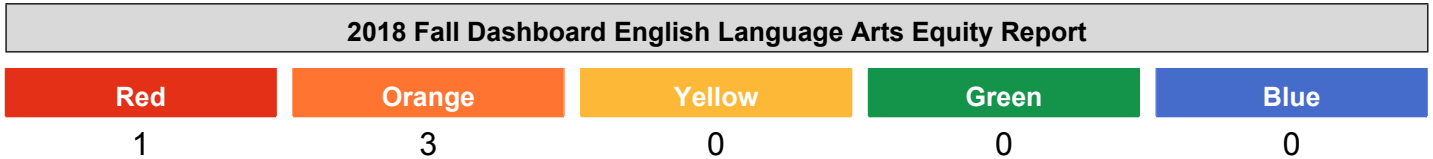
# School and Student Performance Data

## 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><b>All Students</b></p>  Orange 17.3 points below standard Declined -3.2 points 265 students	<p><b>English Learners</b></p>  Orange 36 points below standard Maintained 0.6 points 149 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 24.9 points below standard Maintained 1.7 points 212 students	<p><b>Students with Disabilities</b></p>  Red 91.8 points below standard Declined -15.6 points 39 students



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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 23.5 points below standard Declined -5.6 points 230 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 42.3 points above standard Increased 27.3 points 21 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
53.3 points below standard Increased 10.5 points 118 students	29.8 points above standard Declined -4.8 points 31 students	1.1 points below standard Declined -10.3 points 104 students

**Conclusions based on this data:**

1. There is a need for extra support for our sub groups and RSP students
2. English Learners, socioeconomically disadvantaged and hispanic students are below standard
3. Reclassified EL students are above standard

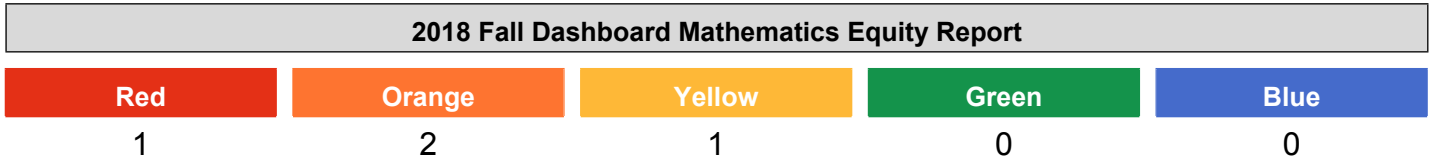
# School and Student Performance Data

## 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><b>All Students</b></p>  Orange 42.9 points below standard Maintained 0.9 points 265 students	<p><b>English Learners</b></p>  Orange 59.2 points below standard Maintained 2.4 points 149 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 48.7 points below standard Increased 4.8 points 212 students	<p><b>Students with Disabilities</b></p>  Red 123.5 points below standard Declined -23.9 points 39 students

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 47.2 points below standard Maintained 0.3 points 230 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 11.2 points below standard Increased 4.6 points 21 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
72.2 points below standard Increased 8.8 points 118 students	9.8 points below standard Maintained 1 points 31 students	27.4 points below standard Maintained -1.4 points 104 students

**Conclusions based on this data:**

1. RSP students declined; while socioeconomically increased
2. ELs maintained, Hispanic group maintained
3. Overall, "all students" maintained

# 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
215	48.8%	36.7%	11.2%	3.3%

### Conclusions based on this data:

- 1.

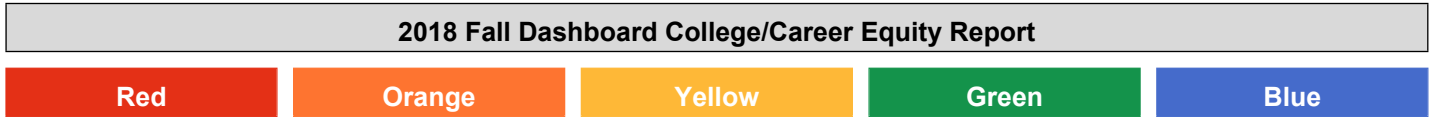
# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

- 1.

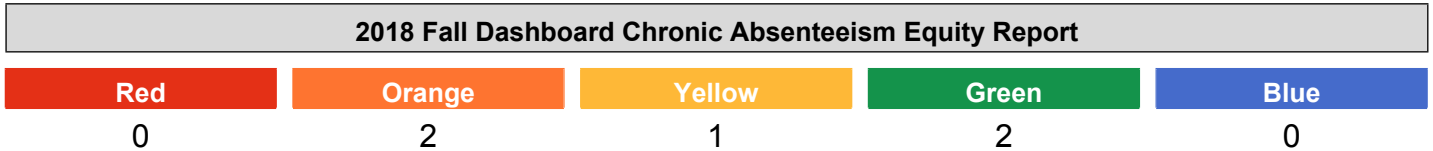
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 9.1% chronically absent Maintained 0.1% 492 students	<p><b>English Learners</b></p>  Green 6.9% chronically absent Declined 2.2% 232 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color 4.5% chronically absent 22 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 9.6% chronically absent Increased 1.3% 395 students	<p><b>Students with Disabilities</b></p>  Orange 10.8% chronically absent Increased 1.1% 65 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 21.4% chronically absent 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.1% chronically absent Declined 1.3% 366 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Yellow 14% chronically absent Declined 1.1% 93 students

**Conclusions based on this data:**

1. Students struggling in academics are absent more frequently perhaps due to academic demands
2. RSP students are absent the most
3. Homeless students have the best attendance

# School and Student Performance Data

## Academic Engagement Graduation Rate

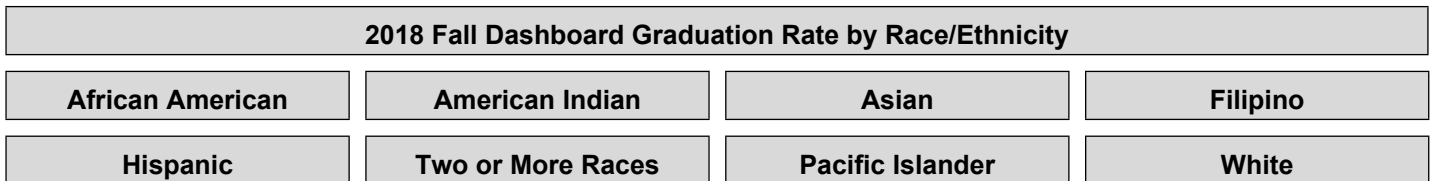
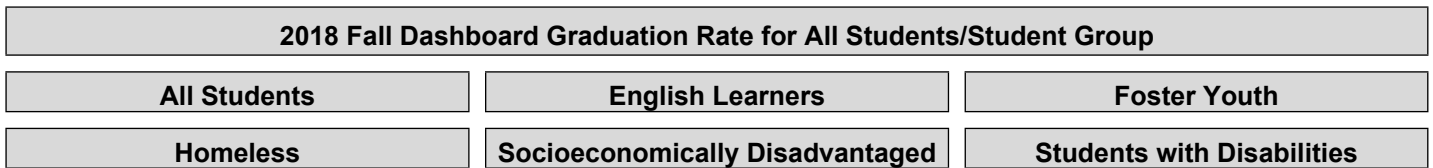
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

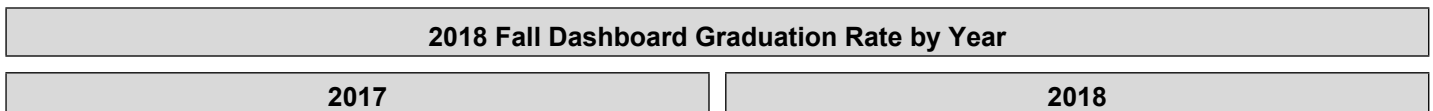
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.



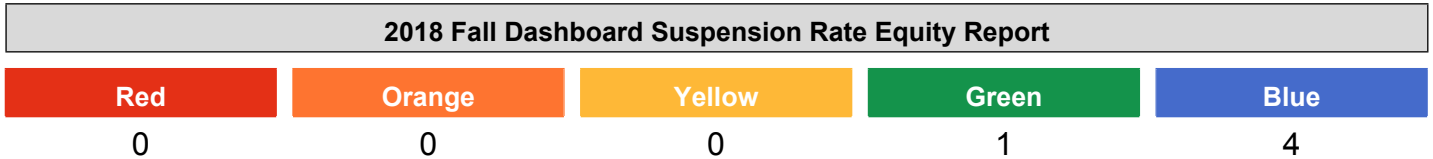
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 0.2% suspended at least once Maintained -0.2% 500 students	<p><b>English Learners</b></p>  Green 0.4% suspended at least once Increased 0.4% 235 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 2 students
<p><b>Homeless</b></p>  No Performance Color 0% suspended at least once 23 students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 0% suspended at least once Declined -0.3% 401 students	<p><b>Students with Disabilities</b></p>  Blue 0% suspended at least once Maintained 0% 65 students

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

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #d9e1f2; padding: 2px;">0% suspended at least once</span> 14 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue <span style="background-color: #d9e1f2; padding: 2px;">0.3% suspended at least once</span> Maintained -0.2% 374 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0 Students	 Blue <span style="background-color: #d9e1f2; padding: 2px;">0% suspended at least once</span> Maintained 0% 93 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.2% suspended at least once	0.4% suspended at least once	0.2% suspended at least once

**Conclusions based on this data:**

1. Our PBIS program is working
2. EL students are the only suspensions

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

2018- 19 Student Achievement

### Goal Statement

By the end of the 2019- 2020 school year, students in grades 3-6 will increase student achievement by 5% in met and exceed standards on the Math CAASPP assessment.

By the end of the 2019- 2020 school year, students in grades 3-6 will increase student achievement by 5% in met and exceed standards on the ELA 2019-2020 CAASPP assessment.

By the end of the 2019-2020 school year, 5th grade students will have a 5% growth as measured by the CAST NGSS Science Standards assessment.

According to students report cards, 85% of students will earn satisfactory or a "C" or above in social studies when consistently using Scholastic News as a resource to learn social studies content standards.

According to students report cards, 99% of all students will earn a satisfactory or above in visual and performing arts.

According to students report cards, 99% of all students will earn a satisfactory or above in technology on their

### LCAP Goal

Increase Student Achievement

### Basis for this Goal

Cedarcreek site goals provide all stake holders with a focus in order to close the achievement gaps in language arts and math. All curricular areas are addressed in the goals so that the whole child is developed which will prove to be an asset for years to come. For the last three years our CAASPP overall math scores have decreased on average by 3% each year for tested grades 3-6. According to I-ready diagnostic math scores 11% of 1st and 2nd grade students performed in the at risk level. The school site plan allows for activities that will be used to close the achievement gap.

The ELA goal is necessary because cite performance on the CAASP in 2017-2018 school year indicates that less than 50% of the population is meeting or exceeding the state standards. This goal helps to establish a benchmark by which grade levels can progress monitor student performance over the course of the school year.

Currently, Cedarcreek scores \_\_\_\_\_ on the CAST assessment. In fifth grade, the students are required to know and understand concepts from grades 3 - 5 elementary instruction. Cedarcreek strives to create a cohesive science program that helps students internalize and retain concepts across grades.

Cedarcreek students need to utilize Scholastic News consistently in their classrooms in order to support overall learning and lead to higher level thinking and project based learning. Project based learning will enhance student learning outcomes and allow students to become more knowledgeable of social studies content.

Cedarcreek students need a variety of opportunities to be exposed to different arts. Students need different ways to be exposed to new curriculum. Arts increase engagement in curricular activities and help students show their learning in various ways.

Since technology is the future it is imperative that students use a type of technology daily. Cedarcreek students will focus on learning how to type efficiently, properly use the internet to learn and find resources, and to complete school work through Google classroom and Clever. Though most of the resources needed to improve our use of technology is provided by the district, teachers need staff development opportunities to stay current, learn new resources and strategies to teach students the much needed skills of technology use.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Social Studies grades on report cards	70% of Cedar creek students consistently use Scholastic News as a resource to learn social studies content standards.	100% of students will use Scholastic News to learn content standards
CAST Science Assessment		Increase by 5%
Math CAASPP	28%	33%
ELA CAASPP	42.70%	Increase by 5%
ELPAC		
VAPA report card grades	99%	99%
Technology report card grades		
5th Grade Physical Fitness Results		

## Planned Strategies/Activities

### Strategy/Activity 1

#### Math and Language Arts:

In order to increase the performance of our students on CAASPP and decrease the achievement gaps between our socioeconomic disadvantaged and our English Language Learners further development of professional learning communities and specific data based intervention programs will be implemented. Cedar creek will engage in PCL groups to collaborate to improve instruction. Using IAB's Illuminate, I-ready, teacher created lessons, teacher utilizes half day CIP time to ensure standards are taught and assessed. The use of I-ready and small group instruction (RTI) used to help struggling students decrease the student achievement gap. Read Live will be used to support students struggling with reading fluency while also supporting upper grade students with comprehension. Student Study Team will meet on a consistent bases in order to monitor the progress of students approaching Tier 3 RTI needs.

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

All Students

## Timeline

2019 - 20 school year

## Person(s) Responsible

Administrator and teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute costs for up to 18 Intentional Collaborative Planning Days
<b>Amount</b>	25000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase I-Ready Diagnostic and Instruction
<b>Amount</b>	1800
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase ESGI for TK, K and 1s
<b>Amount</b>	40000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Hourly instructional assistant cost - RTI, Kinder support
<b>Amount</b>	600
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Hourly instructional assistant cost for extra training
<b>Amount</b>	3000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

<b>Description</b>	After School Cougar Club and Instructional Assistant Cost
<b>Amount</b>	1300
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase Read Live

## Strategy/Activity 2

English Language Development (ELD):

In order to increase students English language development teachers will be provided Intentional Collaborative Instruction Planning five times throughout the year for data analysis of Systematic ELD Unit assessments. In addition, instructional assistants will be scheduled to support English Language Development and Newcomers supporting both the "Language for Learning" program and small group newcomers instruction. Extra resources may be made available to teachers to support ELD programs. To further support our students needing extra language support an ELD Summer School will be provided. Substitute/release time for teachers will be provided so that teachers can administer the state ELPAC assessment.

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

English Learner students

### Timeline

2019 - 20 school year

### Person(s) Responsible

Teachers and Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	700.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Intentional CIP Days
<b>Amount</b>	5000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty extra pay for grade level collaboration and leadership coaches

<b>Amount</b>	20,000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Instructional assistant salaries to support ELD and New comers.

<b>Amount</b>	2,000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute costs for administering the state required ELPAC assessment

<b>Amount</b>	2,500.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	ELD Summer School

<b>Amount</b>	500.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental Materials

### Strategy/Activity 3

Science:  
 Cedarcreek teachers use a variety of materials to support their instruction. Science Coaches (1 primary and 1 upper) are being trained by the district to lead the implementation of the NGSS Standards and provide support to staff in planning 5E lessons. Teachers in grades TK-2nd use Mystery Science to support their planning for student learning, while teachers grades 3 - 6 have Stemsscopes for their instruction. All teachers are using a variety of hands on activities, reading, and problem solving to help students make meaning.

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

All

### Timeline

2019 - 20 school year

### Person(s) Responsible

Teachers and Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500.00
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<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute costs for planning NGSS curriculum
<b>Amount</b>	3000.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies

### Strategy/Activity 4

Social Studies:  
 Pace and find other instructional resources including Scholastic News. More PD's to align SS standards with ELA RI standards and design project based learning opportunities.

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

All

### Timeline

2019 - 20 school year

### Person(s) Responsible

Teachers and Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teachers will be provided planning time in order pace and find resources to use in order to integrate Social Studies and Language Arts.
<b>Amount</b>	2993.04
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials/ Scholastic News

### Strategy/Activity 5

Physical Education:  
 Cedar creek students will be motivated to become more active through the implementation of a Fit Club program to promote physical fitness and to support PFT.



## Students to be Served by this Strategy/Activity

All Students

## Timeline

2019 - 20 school year

## Person(s) Responsible

Teachers and Administrator, PE TOSA

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and equipment for Fit Club

## Strategy/Activity 6

Visual & Performing Arts:

All students will participate in the College of the Canyons Performing Arts program that we have named "Spotlight". Every grade level will participate in a 4-6 week workshop which exposes students to many different performing art forms depending on the grade level. Students 3-6 grades will be offered the opportunity to be a part of the Cedar creek choir to be taught by teachers as an extended day program. Teachers who volunteered for the Science and Arts Integration program from the Music Center will enter into their second year of training with one more year to go. A six week visual arts enrichment class from "Out of the Box" will be offered to students K - 6 grade three times a year. These opportunities will enrich students' school experiences and expose them to a variety of art opportunities.

## Students to be Served by this Strategy/Activity

All

## Timeline

2019 - 20 school year

## Person(s) Responsible

Teachers and Administrator

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	7,300.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	COC PAC Contract
<b>Amount</b>	1,725.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures

<b>Description</b>	Out of the Box
<b>Amount</b>	3,000.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty, extra pay for chorus teachers
<b>Amount</b>	1,000.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty, extra pay/ substitute for arts integration

### Strategy/Activity 7

Technology:  
 Teachers will be provided with opportunities for planning and staff development throughout the school year in order for them to stay current on new resources and uses of technology in the classroom. Teachers in grade 1 and 2 will be provided with two new chrome books per class in order for there to be enough in each classroom for small group centers.

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

All students

### Timeline

2019 - 20 school year

### Person(s) Responsible

Teachers and Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	300.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty, extra pay/ substitute for planning
<b>Amount</b>	500.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Technology Purchase

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

2018 - 19 Student and Parent Engagement

### Goal Statement

Increase meaningful and purposeful student and parent engagement.

### LCAP Goal

Increase meaningful and purposeful student and parent engagement.

### Basis for this Goal

Student and parent engagement has been a focus of our Cedar creek staff. We developed a program called "Partners in Learning" in which parents attended special night events with their child to learn of the academic expectations, play academic games, and learn of their child's goals. Fliers, voice messaging, and personal phone calls were made in order to invite parents to the events, however the participation rate was not to the standard to which we had hoped. We also struggle with student attendance. A monthly token was handed out as an incentive for students who had perfect attendance each month, daily attendance phone calls are made, SARB/ SART meetings are held, and district awards given for improved attendance, yet our attendance has not improved. Teachers have had great success with using Class Dojo as a means of classroom management and parent communication. Due to the fact that messages are easily translated parent communication is easily managed. We will use the following activities to increase attendance, parent participation, and parent communication.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Partners in Learning sign in sheets	Average of 20 families	Average of 30 families attend
California Dashboard	9.1% Chronically Absent	5% or less chronically absent
Class Dojo participation rate	15/ 18 teachers participate in the use of Class Dojo as a management system	13 of 15 teachers will participation in the use of Class Dojo as a management system
LCAP School Safety and Connectedness Survey		

### Planned Strategies/Activities

#### Strategy/Activity 1

Student Engagement:

Special recognition of student attendance during classroom visit with incentives and end of year recognition

## Students to be Served by this Strategy/Activity

### Timeline

All

### Person(s) Responsible

Teachers and Administrator  
Office Manager

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Attendance incentive program

## Strategy/Activity 2

School Climate:  
Implement school-wide PBIS using an incentive program (prizes and awards)

Enhance the Pawsitive Curriculum for further school wide implementation

Provide Counseling services to support school engagement and student achievement.

Recognize student achievement with incentives and Awards Assemblies.

School-wide program (Student Service/ Student Council, Peace Patrol)

## Students to be Served by this Strategy/Activity

### Timeline

TK- 6

### Person(s) Responsible

Teachers and Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	640.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	PBIS Incentives
<b>Amount</b>	6,000.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Social Emotional Learning Program
<b>Amount</b>	1,000.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Assembly
<b>Amount</b>	36,000.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Counseling service
<b>Amount</b>	500.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty/ Extra pay for teacher reps

### Strategy/Activity 3

Parental Engagement:

Provide interpretation and translation for Home-School communication.

Provide "Partners in Learning" nights

Provide childcare for meetings (as necessary)

Provide parent education classes

Provide instructional resources for parent/families (Open Library times, parent education nights)

Home/ School Connection Newsletters

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

#### Timeline

TK - 6

#### Person(s) Responsible

Administrator and Teacher  
 ELD Assistant and classified staff  
 Librarian

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6,000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Interpretation and translations
<b>Amount</b>	1,400.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty, extra pay
<b>Amount</b>	300.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Childcare for parent meetings, classes
<b>Amount</b>	2000.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Open Library Cost
<b>Amount</b>	5,000.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Parent Education Class
<b>Amount</b>	300.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	5900: Communications
<b>Description</b>	Parent Education Newsletter

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Condition of Learning

### Goal Statement

Provide an appropriate basic condition of learning

### LCAP Goal

Provide an appropriate basic condition of learning

### Basis for this Goal

Since a qualified teacher is an indicator of student success it is our job to be sure that our teachers are highly qualified. In order to do so professional development opportunities will be provided.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teachers will take part in professional development that is offered throughout the year	All six teachers with less than two years experience took part in training.	Every teacher with less than 5 years of teaching experience will have the opportunity for professional development.

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide new teachers opportunities for growth by offering professional development through the district, outside conferences, and learning walks.

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

All students

#### Timeline

2019/ 2020 school year

#### Person(s) Responsible

teachers, administrator

#### Proposed Expenditures for this Strategy/Activity

Amount

2000

<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Professional development as agreed upon by administration and teacher



# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 1

Increase student achievement.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Increase achievement in English Language Arts (ELA) and Math:</p> <p>Provide substitutes for Intentional Collaborative Instructional Planning in order to allow for a cycle of evidence, analysis, and action planning</p> <p>Purchase I-Ready Reading and Math in order to provide differentiated instruction</p> <p>Purchase Ready Common Core Reading in order to supplement reading program and to support differentiated instruction</p> <p>Purchase Reading A-Z for Kindergarten in order to support differentiated instrucion</p> <p>Provide Instructional Assistant during and after school in order to support increased student achievement</p> <p>Instructional Assistant Training with TOSA/</p>		<p>Substitute costs for up to 18 Intentional Collaborative Planning Days</p> <p>1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 2300</p> <p>Purchase I-Ready Diagnostic and Instruction 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1700</p> <p>Purchase Ready Common Core Reading 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 10600</p> <p>Purchase ESGI for K and 1 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1200</p> <p>Purchase A -Z Kindergaren 4000-4999: Books And Supplies</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Coach will be provided to increase effectiveness		Title I Part A: Basic Grants Low-Income and Neglected 350	
Purchase ESGI Data collector to support intentional collaborative planning cycle and to meet student's needs		Hourly instructional assistant cost - RTI, Kinder support 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 25000	
Purchase Read Live to support student intervention		Hourly instructional assistant cost for extra training 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 600	
Extended Leadership Support		After School Cougar Club and Instructional Assistant Cost 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 550	
		Purchase Read Live 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1150	
		Extended Leadership 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 4800	
English Language Development (ELD):		Intentional CIP Days 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 700.00	
Provide Intentional Collaborative Instruction Planning five times throughout the year for data analysis		Extra duty extra pay for grade level collaboration and leadership coaches	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Schedule instructional assistants to support English Language Development and Newcomers.		1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5000.00	
Schedule substitute/release time for teachers to administer ADEPT and ELPAC		Instructional assistant salaries to support ELD and New comers.	
Provide ELD Summer School in order to support LTEL students		2000-2999: Classified Personnel Salaries LCFF - Supplemental 20,000.00	
Making Meaning/ SELD Supplemental Materials		Substitute costs for administering ELD assessments (ADEPT, LPAC, CELDT) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,000.00	
		ELD Summer School 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,500.00	
		Supplemental Materials 4000-4999: Books And Supplies LCFF - Supplemental 500.00	
Science: Stemscopes		Substitute costs for planning NGSS curriculum 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 500.00	
Provide substitute/ release time for NGSS planning/ training		Materials and supplies 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 3000.00	
Social Studies:		Supplemental materials/ Scholastic News 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-	
Purchase Scholastic News for all grade levels			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Income and Neglected 2993.04	
Physical Education:  Implement Fit Club to promote physical fitness and to support PFT.		Materials and equipment for Fit Club 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 500.00	
Visual & Performing Arts:  After-School Art program  Spotlight Performing Art Program (Contract with COC PAC and other teaching artists)  Cedarcreek Chorus  Provide release time or extra duty/ extra pay for teachers participating in NGSS Dance Arts Integration Program		COC PAC Contract 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 7,300.00	
		Out of the Box 5800: Professional/Consulting Services And Operating Expenditures Site Based Gifts and Donations 1,725.00	
		Extra duty, extra pay for chorus teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 3,000.00	
		Extra duty, extra pay/ substitute for arts integration 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1,000.00	
Technology:  Provide planning time for teachers to create ways and experiment with technology integration  Purchase technology that will support intervention programs		Extra duty, extra pay/ substitute for planning 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 300.00	
		Technology Purchase 1000-1999: Certificated Personnel Salaries Title	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		I Part A: Basic Grants Low-Income and Neglected 500.00	

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 2

Increase meaningful and purposeful student and parent engagement.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Student Engagement:</p> <p>Special recognition of student attendance during classroom visit with incentives and end of year recognition</p>		<p>Attendance incentive program None Specified Title I Part A: Basic Grants Low-Income and Neglected 1,000</p>	
<p>School Climate: Implement school-wide PBIS using an incentive program (prizes and awards)</p> <p>Enhance the Pawsitive Curriculum for further school wide implementation</p> <p>Provide Counseling services to support school engagement and student achievement.</p> <p>Recognize student achievement with incentives and Awards Assemblies.</p> <p>School-wide program (Student Service/ Student Council, Peace Patrol)</p>		<p>PBIS Incentives None Specified Title I Part A: Basic Grants Low-Income and Neglected 640.00</p> <p>Social Emotional Learning Program 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 6,000.00</p> <p>Assembly 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 1,000.00</p> <p>Counseling service 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Low-Income and Neglected 36,000.00	
		Extra duty/ Extra pay for teacher reps 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low- Income and Neglected 500.00	
Parental Engagement:  Provide interpretation and translation for Home- School communication.  Provide "Partners in Learning" nights  Provide childcare for meetings (as necessary)  Provide parent education classes  Provide instructional resources for parent/families (Open Library times, parent education nights)  Home/ School Connection Newsletters		Interpretation and translations 2000-2999: Classified Personnel Salaries LCFF - Supplemental 6,000.00	
		Extra duty, extra pay 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1,400.00	
		Childcare for parent meetings, classes 2000- 2999: Classified Personnel Salaries LCFF - Supplemental 300.00	
		Open Library Cost 2000- 2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 2000.00	
		Parent Education Class 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low- Income and Neglected 5,000.00	
		Parent Education Newsletter 5900: Communications Title I Part A: Basic Grants Low-Income and Neglected 300.00	

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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



# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

Provide an appropriate basic condition of learning

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 3

**Planned  
Actions/Services**

Provide new teachers opportunities for growth by offering professional development through the district, outside conferences, and learning walks.

**Actual  
Actions/Services**

**Proposed  
Expenditures**

1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1,000

**Estimated Actual  
Expenditures**

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	190,858.04

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Basic Grants Low-Income and Neglected	164,000.00	10,141.96
LCFF - Supplemental	38,177.00	1,177.00
Site Based Gifts and Donations	8,742.00	8,742.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	37,000.00
Title I Part A: Basic Grants Low-Income and Neglected	153,858.04

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	24,900.00
2000-2999: Classified Personnel Salaries	107,900.00
4000-4999: Books And Supplies	42,733.04
5800: Professional/Consulting Services And Operating Expenditures	15,025.00
5900: Communications	300.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,200.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	26,300.00
4000-4999: Books And Supplies	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	14,700.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	81,600.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	42,233.04
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	15,025.00
5900: Communications	Title I Part A: Basic Grants Low-Income and Neglected	300.00

# 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
Robin Payre	Principal
Katy Engbrecht	Classroom Teacher
Debi Hough	Classroom Teacher
Carlene Payne	Classroom Teacher
Elise Marino	Other School Staff
Shaunna White	Parent or Community Member
Marlene Ramirez	Parent or Community Member
Allan Cruz	Parent or Community Member
Susy Gomez	Parent or Community Member
Sharon Ponce	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.

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

## Basis for this Goal

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

## Expected 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 be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **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.

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

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.



## **Budget Summary and Consolidation**

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **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 may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# 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 May 6, 2019.

Attested:

Principal, Robin Payre on May 6, 2019

SSC Chairperson, Shaunna White on May 6, 2019

# Recommendations and Assurances

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**Signature**

**Committee or Advisory Group Name**

*SOCOR R. PUIAS*

English Learner Advisory Committee

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This SPSA was adopted by the SSC at a public meeting on May 6, 2019.

Attested:

*Robin Payne*  
*Shauna White*

Principal, Robin Payne on May 6, 2019

SSC Chairperson, Shauna White on May 6, 2019