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.

School Name	James Foster Elementary School
Address	22500 Pamplico Drive Saugus, CA 91350
County-District-School (CDS) Code	19649986107924
Principal	Misty Covington
District Name	Saugus Union Elementary School District
SPSA Revision Date	April 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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.

Table of Contents

School Vision and Mission

It is the mission of James Foster Elementary School, in partnership with the community, to develop socially responsible students who have the skills, attitudes, and knowledge to function successfully in a rapidly changing and culturally diverse world. Our students benefit from a student--centered institution guided by a skilled staff in a stimulating and safe environment.

Academic excellence and social growth are promoted through a rich and challenging learning environment. A simple philosophy drives the momentum of James Foster: "SOAR, Safety First; Own your Actions, Accept Others; Be Responsible!" It is the force behind all decisions, discussions and resource allocations.

School Profile

Foster Elementary School has and enrollment of 618 students. 37 students are English Learners. 21 students are Gifted and Talented. 82 students are in our Special Education Resource or Speech Programs. 117 students are socioeconomically disadvantaged. Foster School has been the worthy recipient of several grants and awards. Foster School has been recognized four times as a "California Distinguished School" and "Gold Ribbon School." Last year we received the PBIS Silver award. We truly believe that children come first.

James Foster Elementary School develops aspiring leaders. We strive to produce life-long learners who are problem solvers and critical thinkers. James Foster Elementary School focuses on creating leadership opportunities for all students. Our primary students run a school-wide recycling program. Upper grade service opportunities include: Peace Patrol, Valet, Student Liaisons, Big Buddies, and Tech Team. Our unique Student Council model cultivates shared leadership and encourages all students to think of themselves as leaders. All 4th-6th grade students are invited to attend student council meetings which concentrate on building a positive school culture through special student-led activities and character assemblies.

Parents and community members overwhelmingly support the programs at James Foster with their gifts of time, talent, and generous donations. A visitor will quickly notice this parental presence in the classrooms as volunteers help assist small groups of students in reading, math, writing and other curricular areas.

We are very proud of our school and community! At Foster, we take the business of loving and teaching children seriously. Educating our children requires that we all work together—not for our single issues, but for our greater good that is represented in our children. To this end, teachers, students, parents, and community members all contribute to the reputation and rich culture that James Foster School exemplifies.

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

During staff meetings, we began the SPSA process by writing goals for the 2019-2020 school year. These goals were presented by teachers at a School Site Council meeting and a PTA meeting, and by the Principal at ELAC, Campus Supervisor, Instructional Assistant, and other parent meetings for input and reflection. The School Site Council also reviewed the annual parent survey from 2018-2019 and developed a school site survey to gather parent input in March of 2018. Multiple sources of data was shared at Site Council, PTA, ELAC, and Staff meetings. Data that was shared included information regarding our student's academic achievement on CAASPP and district assessment results. California Dashboard data was shared including truancy, tardiness, and suspensions as well as our school's plan to hold SART and DART parent meetings. SWIS data was shared with all groups on the average amount of office referrals per month by time, location and problem behaviors. The results of James Foster Elementary School's annual student survey to measure students' sense of safety and school connectedness was also shared. A google doc was shared with the

staff to evaluate our success with 2018-2019 Site Plan goals and give input on next steps for 2019-2020. Our Site Council Meetings, ELAC meetings, PTA meetings, Instructional Assistant, Campus Supervisor and Staff Meetings provided the venues for us to review our School Site Plan from 2018-2019 and discuss what was successful and where we needed to make changes.   The impact of our stakeholder meetings was significant as the comprehensible feedback provided was the basis for the goals and actions of James Foster Elementary School's 2019-2020 School Plan for Student Achievement.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.2%	0.34%	2	1	2
African American	2.0%	3.0%	2.20%	12	18	13
Asian	3.8%	3.3%	3.05%	23	20	18
Filipino	3.5%	3.2%	4.75%	21	19	28
Hispanic/Latino	27.6%	29.3%	27.80%	166	175	164
Pacific Islander	0.3%	0.2%	%	2	1	
White	61.2%	59.0%	58.31%	368	353	344
Multiple/No Response	0.8%	1.2%	1.19%	5	7	7
			Total Enrollment	601	598	590

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	108	96	112
Grade 1	75	91	67
Grade 2	70	71	98
Grade3	83	70	70
Grade 4	94	81	68
Grade 5	92	94	81
Grade 6	79	95	94
Total Enrollment	601	598	590

Student Enrollment by Grade Level

Conclusions based on this data:

1. Enrollment and subgroups remain constant.

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	44	35	32	7.3%	5.9%	5.4%
Fluent English Proficient	16	16	27	2.7%	2.7%	4.6%
Reclassified Fluent English Proficient	2	7	8	5.0%	15.9%	22.9%

Conclusions based on this data:

1. The number of English Learners has decreased from year to year.

2. The number of Fluent English Proficient and Reclassified students has increased over a three year span.

3. We will continue to monitor students identified as English Learners and Reclassified students. We will continue our Systematic ELD program and Constructing Meaning Training.

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	69	71	77	69	66	77	69	66	90.6	100	93
Grade 4	95	83	66	89	82	65	89	82	65	93.7	98.8	98.5
Grade 5	90	92	82	89	91	82	89	91	82	98.9	98.9	100
Grade 6	78	94	95	78	94	93	78	94	93	100	100	97.9
All Grades	348	338	314	333	336	306	333	336	306	95.7	99.4	97.5

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	2464.	2457.	2463.	34	31.88	36.36	29	36.23	31.82	27	24.64	21.21	10	7.25	10.61
Grade 4	2496.	2511.	2510.	35	39.02	43.08	30	30.49	24.62	16	21.95	20.00	19	8.54	12.31
Grade 5	2526.	2526.	2514.	26	25.27	24.39	37	41.76	28.05	21	19.78	25.61	16	13.19	21.95
Grade 6	2579.	2538.	2554.	26	18.09	17.20	51	38.30	46.24	21	25.53	24.73	3	18.09	11.83
All Grades	N/A	N/A	N/A	30	27.98	28.76	37	36.90	33.66	21	22.92	23.20	12	12.20	14.38

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	34	28.99	34.85	47	56.52	54.55	19	14.49	10.61
Grade 4	33	42.68	40.00	48	41.46	52.31	19	15.85	7.69
Grade 5	31	28.57	26.83	44	56.04	50.00	25	15.38	23.17
Grade 6	31	25.53	30.43	59	57.45	50.00	10	17.02	19.57
All Grades	32	31.25	32.46	49	52.98	51.48	19	15.77	16.07

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	31	46.38	37.88	57	36.23	48.48	12	17.39	13.64
Grade 4	43	40.24	35.38	42	46.34	49.23	16	13.41	15.38
Grade 5	35	40.66	39.02	51	39.56	39.02	15	19.78	21.95
Grade 6	32	26.60	28.57	60	51.06	58.24	8	22.34	13.19
All Grades	35	37.80	34.87	52	43.75	49.01	13	18.45	16.12

Listening Demonstrating effective communication skills								
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	14.49	28.79	69	78.26	60.61	6	7.25	10.61
Grade 4	26	20.73	24.62	66	71.95	66.15	8	7.32	9.23
Grade 5	25	21.98	18.29	60	68.13	62.20	16	9.89	19.51
Grade 6	29	17.02	16.67	71	69.15	75.56	0	13.83	7.78
All Grades	26	18.75	21.45	66	71.43	66.67	8	9.82	11.88

Research/Inquiry Investigating, analyzing, and presenting information								
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	47	31.88	43.94	43	60.87	42.42	10	7.25	13.64
Grade 4	25	32.93	35.38	61	57.32	53.85	15	9.76	10.77
Grade 5	36	30.77	30.49	52	50.55	51.22	12	18.68	18.29
Grade 6	49	24.47	39.56	51	53.19	49.45	0	22.34	10.99
All Grades	38	29.76	37.17	52	55.06	49.34	10	15.18	13.49

Conclusions based on this data:

1. 85.6% of all students nearly met, met or exceeded standards in Literacy.   83.9% of students nearly met, met or exceeded standards in reading; 83.8% of students nearly met, met or exceeded standards in writing; 88.1% of students nearly met, met or exceeded standards in listening; 86.5% of students nearly met, met or exceeded standards in research/inquiry

2. Last year we supplemented our English Language Arts curriculum with a writing program. Data indicate that students are moving toward meeting grade level standards in writing and research/inquiry.

3. Fluency and Reading Comprehension continues to be an area of focus.

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	69	71	78	69	65	78	69	65	91.8	100	91.5
Grade 4	95	83	66	90	83	65	90	83	65	94.7	100	98.5
Grade 5	90	92	82	89	91	82	89	91	82	98.9	98.9	100
Grade 6	78	94	95	78	93	93	78	93	93	100	98.9	97.9
All Grades	348	338	314	335	336	305	335	336	305	96.3	99.4	97.1

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	2465.	2443.	2461.	24	14.49	32.31	42	42.03	30.77	26	28.99	26.15	8	14.49	10.77
Grade 4	2505.	2508.	2492.	27	32.53	18.46	39	30.12	36.92	22	26.51	32.31	12	10.84	12.31
Grade 5	2507.	2499.	2494.	17	15.38	14.63	30	17.58	18.29	28	41.76	36.59	25	25.27	30.49
Grade 6	2556.	2516.	2547.	27	11.83	13.98	19	23.66	40.86	41	37.63	31.18	13	26.88	13.98
All Grades	N/A	N/A	N/A	24	18.45	19.02	33	27.38	31.80	29	34.23	31.80	15	19.94	17.38

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	46	21.74	46.15	38	57.97	38.46	15	20.29	15.38
Grade 4	44	43.37	38.46	39	36.14	38.46	17	20.48	23.08
Grade 5	22	23.08	17.07	40	34.07	35.37	37	42.86	47.56
Grade 6	28	15.05	28.26	49	38.71	50.00	23	46.24	21.74
All Grades	35	25.60	31.25	41	40.77	41.12	23	33.63	27.63

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	38	27.54	35.38	46	57.97	44.62	15	14.49	20.00
Grade 4	32	38.55	26.15	51	42.17	52.31	17	19.28	21.54
Grade 5	21	17.58	18.29	48	52.75	50.00	30	29.67	31.71
Grade 6	24	19.35	11.83	58	48.39	69.89	18	32.26	18.28
All Grades	29	25.30	21.64	51	50.00	55.41	20	24.70	22.95

	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	36	33.33	43.08	56	52.17	44.62	8	14.49	12.31
Grade 4	38	34.94	24.62	49	46.99	53.85	13	18.07	21.54
Grade 5	13	13.19	19.51	63	59.34	48.78	24	27.47	31.71
Grade 6	22	9.68	18.28	56	60.22	56.99	22	30.11	24.73
All Grades	27	21.73	25.25	56	55.06	51.48	17	23.21	23.28

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Conclusions based on this data:

1. Overall, 82.6% of students nearly met, met or exceeded standards in mathematics which is an increase from last year. 72.3% of students nearly met, met or exceeded standards in concepts and procedures; 77.1% of students nearly met, met or exceeded standards in problem solving and modeling/data analysis; 76.7% of students nearly met, met or exceeded standards in Communicating reasoning.

2. We need to focus on concepts and procedures and problem solving.

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	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				30

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	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*					*
Grade 2	*	*							*
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*					*
Grade 5	*	*					*	*	*
Grade 6	*	*	*	*					*
All Grades	18	60.00	*	*	*	*	*	*	30

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	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*					*
Grade 2	*	*							*
Grade 3	*	*	*	*					*
Grade 4	*	*							*
Grade 5	*	*			*	*			*
Grade 6	*	*	*	*					*
All Grades	21	70.00	*	*	*	*	*	*	30

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*			*	*	*
Grade 6	*	*							*
All Grades	13	43.33	*	*	*	*	*	*	30

Listening 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	*	*	*	*			*
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*			*
All Grades	18	60.00	11	36.67	*	*	30

Speaking 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	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*					*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
Grade 6	*	*					*
All Grades	24	80.00	*	*	*	*	30

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	*	*	*	*	*	*	*
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*					*
All Grades	14	46.67	13	43.33	*	*	30

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	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3			*	*			*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	19	63.33	*	*	*	*	30

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
590	**19.3%**	**5.4%**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	32	5.4%
Homeless	8	1.4%
Socioeconomically Disadvantaged	114	19.3%
Students with Disabilities	62	10.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	2.2%
American Indian	2	0.3%
Asian	18	3.1%
Filipino	28	4.7%
Hispanic	164	27.8%
Two or More Races	14	2.4%
White	344	58.3%

Conclusions based on this data:

1. We have a high number of socioeconomically disadvantaged students and students will disabilities.

2. We will continue to target our students who are socioeconomically disadvantaged using supplemental funds to modify and increase math and reading intervention programs.

3. We will continue to target increasing the academic achievement of our students with disabilities through our resource program and specific instructional measurable IEP goals.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In English Language Arts we maintained 1.3 points

2. In Mathematics we increased 6.8 points

3. 5.6% of our students are chronically absent. Continue with SART and DART meetings
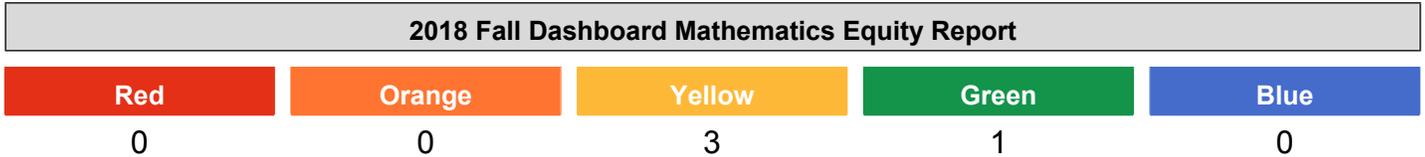
School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	3	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
25.2 points above standard	7.1 points above standard	0 Students
Maintained 1.3 points	Maintained 0.9 points	
301 students	31 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	0.5 points above standard	52 points below standard
2 students	Increased 9.6 points	Maintained 1.4 points
	50 students	42 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	37.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
6 students	1 students	12 students	10 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
15 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	29.7 points above standard
Maintained -2.4 points	5 students		Increased 4.9 points
101 students			166 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**
33.6 points below standard	50.5 points above standard	26.3 points above standard
Declined -18.9 points	Increased 19.6 points	Maintained 1.2 points
16 students	15 students	265 students

Conclusions based on this data:

1. All students are 25.2 points above standard

2. Students with disabilities are 52 points below standard

3. There is still a significant gap between all students and students with disabilities. RTI programs will be researched by all stakeholders and programs will be written into our new SPSA actions and goals.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	1	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
3.1 points below standard	4.5 points below standard	0 Students
Increased 6.8 points	Increased 23.9 points	
300 students	31 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	34.7 points below standard	63 points below standard
2 students	Increased 21.2 points	Increased 12.6 points
	50 students	42 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	31.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
6 students	1 students	12 students	10 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Yellow
3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	6.1 points below standard
Increased	5 students		Declined -4.3 points
21.7 points 101 students			165 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**
36.8 points below standard	30 points above standard	4.5 points below standard
Increased	Increased	Increased 3.9 points
15.3 points 16 students	30.4 points 15 students	264 students

Conclusions based on this data:

1. All students are 3.1 points below standard

2. All students increased 6.8 points and students with disabilities increased by 12.6 points and English learners increased by 15.3 point

3. We will continue current math programs and current math RTI programs, as data indicates we are moving toward meeting grade level standards with these programs.

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
30	60%	26.7%	6.7%	6.7%

Conclusions based on this data:

1. 26 out of 30 English Learners' English Language Proficiency was assessed as well developed or moderately developed.

2. We will continue our current Systematic English Language Development Program.

3. We will continue Constructing Meaning Staff Development.

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.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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
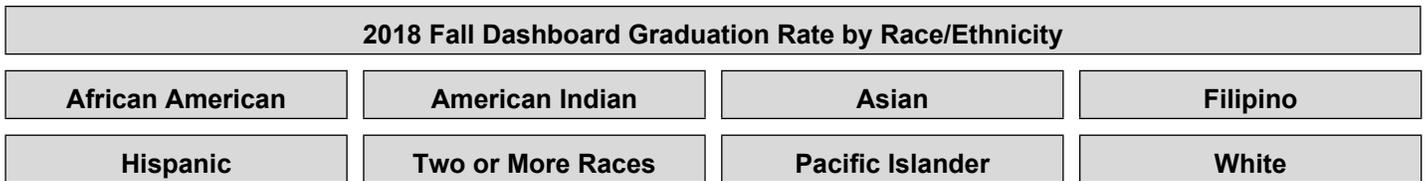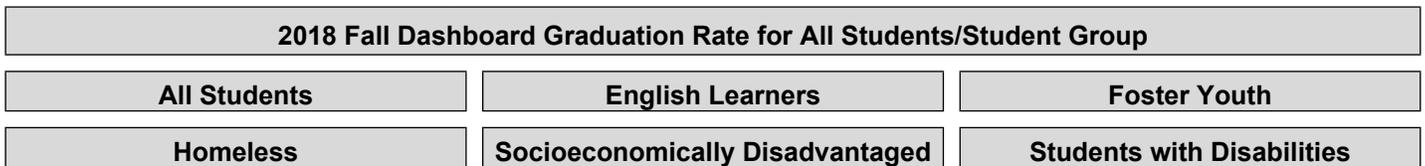## Chronic Absenteeism

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

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	1	0
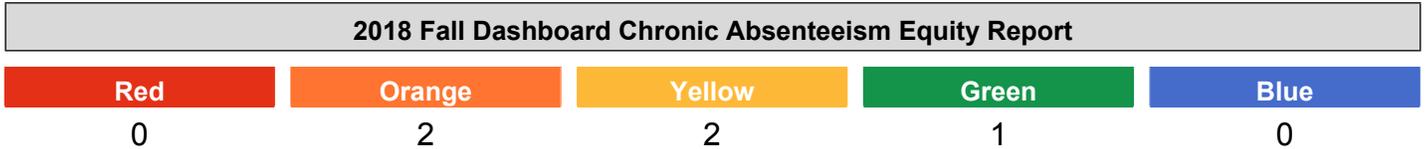
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
5.6% chronically absent	5.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0%	Maintained 0.2%	
608 students	37 students	0 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	13.4% chronically absent	7.6% chronically absent
	Increased 5.3%	Increased 4.4%
8 students	119 students	79 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	5.3% chronically absent	3.4% chronically absent
Maintained 0%	2 students	Increased 5.3%	Increased 3.4%
14 students		19 students	29 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Yellow
4.8% chronically absent	8.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	6% chronically absent
Declined 1.8%	Maintained 0%	0 students	Maintained 0.1%
168 students	24 students		352 students

Conclusions based on this data:

1. 34 students are chronically absent.

2. We will continue SART and DART meetings.

3. We will use a research based PBIS strategy called 2 X 10. Campus Supervisors and teachers will build relationships with these students 2 minutes for 10 days.

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.

| 2018 Fall Dashboard Graduation Rate Equity Report |

| Red | Orange | Yellow | Green | Blue |

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.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group |

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity |

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

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.

| 2018 Fall Dashboard Graduation Rate by Year |

| 2017 | 2018 |

Conclusions based on this data:

1.
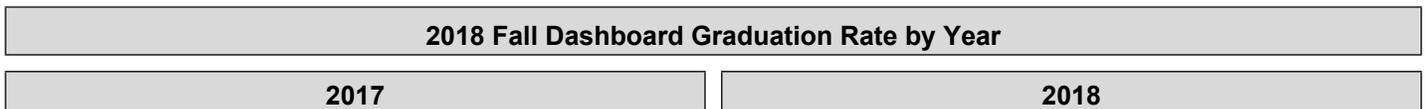
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5
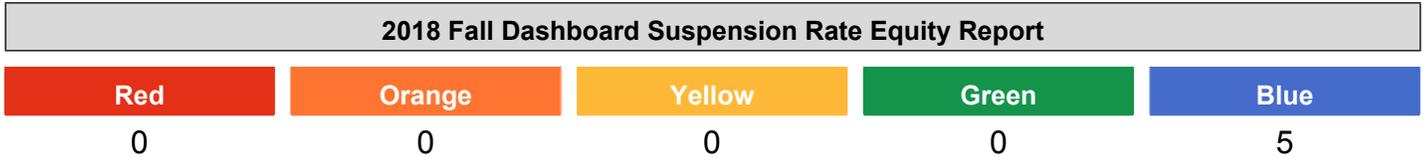
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.2% suspended at least once	0% suspended at least once	0 Students
Declined -0.3%	Maintained 0%	
621 students	39 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
0% suspended at least once	0% suspended at least once	0% suspended at least once
11 students	Maintained 0%	Declined -2.7%
	127 students	80 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 2 students	0% suspended at least once	0% suspended at least once
Maintained 0% 15 students		Maintained 0% 19 students	Maintained 0% 29 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0% suspended at least once	0% suspended at least once	0 Students	0.3% suspended at least once
Maintained 0% 169 students	Maintained 0% 26 students		Declined -0.5% 361 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.5% suspended at least once	0.5% suspended at least once	0.2% suspended at least once

Conclusions based on this data:

1. 1 student was suspended which is a decline from previous years.

2. Continue implementing PBIS as data is showing a positive effect on school climate and culture.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Achievement

Goal Statement

Increase student achievement in English Language Arts by 26 points as measured by CASSPP

Increase student achievement in Math by 11 points as measured by CAASPP

Increase student achievement in English Language using progress on ELPAC and reclassification rate.

Increase student achievement in Science by 2% Proficient/Advanced as measured by CAST.

Increase student achievement in Physical Fitness by increasing Physical Fitness Test Performance by 2% in each category.

Increase Arts integration by incorporating Kennedy Center Arts strategies in lessons and having music teacher increase teaching weeks from 18 weeks to 22 weeks.

Increase student participation in technology as measured by students logging into google accounts.

Increase student achievement in Social Studies by providing high quality instruction so that all students master the standards as evidenced by quarterly report cards with grades of C or better.

Increase student achievement for Special Education students by providing scaffolded instruction based on IEP goals so that 90% percent of students with an IEP master the Math and Language Arts Standards that correspond to their grade level as measured by average grades on report card and IEP goals.

Increase student achievement for social economically disadvantaged students/foster youth by continuing with counselor, RTI, and PBIS strategies.

Increase student achievement in GATE by adding school-wide video announcement project as measured by student and parent surveys.

LCAP Goal

Increase Student Achievement

Basis for this Goal

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. All K-6 students need to learn all of standards that correspond to their grade level, and it is our goal that all students would meet standards in all academic areas. As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

1. All students in grades K-6 will be tested on California Standards in Language Arts. All K-6 students need to learn all of the Language Arts standards that correspond to their grade level. Our goal is for our school's status on the California Dashboard to be High which is why our goal is to increase performance by 26 points. If we do this, then all students will be performing in the High Range.

2. All students in grades K-6 will be tested on California Standards in Math. All K-6 students need to learn all of the Math standards that correspond to their grade level. Our goal is for our school's status on the California Dashboard to be High which is why our goal is to increase performance by 11 points. If we do this, then all students will be performing in the High Range.

3. All English Language Learners are expected to become Re-designated Fluent English Proficient (RFEP). We want our students to meet the California English Leaner Progress and Proficiency data and to make progress by one full language proficiency level as measured by the ELPAC assessment.

4. All students should master the science standards that correspond to their grade level standards.

5. All students should be physically fit and healthy in order to learn. We will continue to provide every student with 200 minutes of Physical Education every 10 days.

6. All students should grow in their understanding of, appreciation for, and participating in the Arts.

7. All students should master the social studies standards that correspond to their grade level standards.

8. All students with an Individual Education Plan (IEP) are expected to make annual progress on goals tied to the grade level California Standards.

9. Teachers meet together frequently to review student assessment data and plan interventions and small group instruction (RTI). A part time school psychologist provides support to teachers regarding behavioral, academic, and emotional concerns of students. A part time counselor provides support to students in one-on-one or group settings. A PBIS team meets monthly to discuss teacher or parent concern with student behavior and creates a plan to improve student behavior. Finding value in all these programs for supporting our social economically disadvantaged students/foster youth, we want to continue all these programs.

10. GATE identified students need opportunities for acceleration, depth, and complexity in their instruction.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

In order to increase student achievement in English Language Arts by 26, increase student achievement in Math by 11 points, increase student achievement on the ELPAC, and increase our reclassification rate, we are going to provide tiered response to intervention to targeted students.   Teachers will meet together frequently to review student assessment data and plan interventions and small group instruction (RTI). Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

Students to be Served by this Strategy/Activity

English Language Learners, Socially/Economically Disadvantaged Students, Foster/Homeless Youth, and students who have been identified as performing below standard two years in a row.

Timeline

Entire 2019-2020 School Year in grades TK-6.   Every six weeks the intervention aides will assess student progress, meet with the teacher to discuss progress, and teachers will meet in grade level teams to determine next steps in the intervention process for each student.

Person(s) Responsible

Teachers, Administrator, ELD Coordinator, Testing Coordinator, Intervention Aides, Leadership Team	

Proposed Expenditures for this Strategy/Activity

Amount	16,304.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Intervention aides will assist with Response to Intervention and Systematic ELD
Amount	1054.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for ELPAC and ADEPT testing and for SSTs for students who a socially economically disavantaged or Foster/Homeless Youth. Substitutes for teachers to meet in grade level teams to review RTI assessments and determine next steps for each student every six weeks.
Budget Reference	None Specified

Strategy/Activity 2

Continue Systematic English Language Development for all English Language Learners. Instructional Assistants will support the classroom, while the classroom teacher delivers 30 minutes of Systematic ELD instruction daily.	

Students to be Served by this Strategy/Activity

English Language Learners	

Timeline

Entire 2019-2020 School Year in Grades TK-6	

Person(s) Responsible

Teachers, ELD Coordinator, Administrator, Instructional aides	

Proposed Expenditures for this Strategy/Activity

Amount	7362.00
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aides will assist in classrooms with ELL clusters
Amount	200.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELD Coordinator will organize ELPAC and ADEPT, Reclassification meetings, ELAC meetings (subs and extra duty)

Amount	8000.00
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	provide kindergarten aides

Strategy/Activity 3

Monitor Physical Education Program to increase student performance on the physical education test.

Students to be Served by this Strategy/Activity

All Students

Timeline

Entire 2019-2020 School Year

Person(s) Responsible

Teachers, TOSA, Administrator

Proposed Expenditures for this Strategy/Activity

Budget Reference	4000-4999: Books And Supplies
Description	Use PE Pacing Guide monitored by TOSA, replace equipment

Strategy/Activity 4

Provide professional development in the Next Generation Science Standards to increase the amount of students proficient or advanced on the CAST Science Assessment by 2%.

Students to be Served by this Strategy/Activity

All Students

Timeline

4 times over the course of the school year, each teacher will receive professional development in the NGSS standards

Person(s) Responsible

Teachers, Administrator, District

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	NGSS Training by Science Coaches and TOSA

Strategy/Activity 5

Evaluate Social Studies achievement/mastery with unit assessments so that all students master the standards

Students to be Served by this Strategy/Activity

All students

Timeline

Entire 2019-2020 School Year

Person(s) Responsible

Teachers, Administrator, District

Proposed Expenditures for this Strategy/Activity

Description	Teachers will analyze unit assessment data

Strategy/Activity 6

Increase Visual and Performing Arts Experiences

Students to be Served by this Strategy/Activity

All Students

Timeline

22 weeks of music instruction and 6 weeks of art instruction. 1 Winter Music Concert, and 1 Spring Music Concert

Person(s) Responsible

Teachers, Administrator, PTA

Proposed Expenditures for this Strategy/Activity

Amount	8,000.00
Source	Parent-Teacher Association (PTA)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Music Teacher

Amount	4700.00
Source	Parent-Teacher Association (PTA)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Visual Art Program,

Strategy/Activity 7

Continue/Monitor/ IEP Goals and Objectives for alignment to CA Standards

Students to be Served by this Strategy/Activity

Students with an IEP

Timeline

Meet with Teachers at the Beginning of the Year to go over IEP at a glance. Hold monthly Special Education Meetings to calendar meetings and discuss student progress. Report on student progress at each trimester using benchmarking criteria.

Person(s) Responsible

RSP Teachers, Speech Teacher, School Psychologist, Administrator, District Student Services Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	5,100
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be provided substitutes to attend IEP meetings, go over IEP at a glance with service providers, and/or to plan differentiated instruction to meet IEP goals.
Description	SPED Team will meet Monthly to discuss SPED students' progress.
Description	RSP Teachers and Speech Teacher will create IEP goals in alignment of the CA Standards

Strategy/Activity 8

Continue SST Online

Students to be Served by this Strategy/Activity

Students in grades TK - 6th Grade

Timeline

After six weeks of intervention students a SST will be held for any student making little to no progress in the intervention program

Person(s) Responsible

Teachers, SST Coordinator, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	640.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SST Coordinator will manage system and may use up to 20 hours of extra duty extra pay

Strategy/Activity 9

Survey GATE students and parents

Students to be Served by this Strategy/Activity

3-6 GATE students

Timeline

Person(s) Responsible

Teachers, Administrator GATE Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	801.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Meet with GATE teachers to Analyze Data, implement differentiation lesson plans.

Amount	148.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	GATE Parent Meeting; staff prep time

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student, Teacher, and Parent Engagement

Goal Statement

Decrease Truancy by 2%
Meaningfully connect the families of our unduplicated population to our school as measured by increased attendance at school parent committees.
Increase parent input and decision making as measured by attendance to ELAC, PAC, and Site Council
Create a plan to meet the specific needs of ELL, Foster, shelter, economically disadvantaged, homeless parents.
Increase parent knowledge of Positive Behavior Interventions and Support program.
Increase students' sense of safety as measured by student surveys.
Increase student's sense of school connectedness as measured by student surveys.
Increase parent input and decision making as measured by attendance to ELAC, PAC, and Site Council
Ensure that student have access to state-approved standard-based materials
Ensure that all teachers have appropriate materials and training
Maintain school site to meet Good of Exemplary status as measured by Facilities Inspection tool on the School Accountability Report Card (SARC)

LCAP Goal

Increase meaningful and purposeful student, teacher and parent engagement

Basis for this Goal

Describe the basis for establishing the goal

1. Students who attend school every day and come to school on time are more likely to achieve more and to graduate from high school.

2. ELAC meetings, PTA meetings, Site Council Meetings, and Parent Engagement Workshops show relatively low attendance by unduplicated count parents and guardians. There is also need to increase parent input in decision making. Creating opportunities for our parents to provide decisions regarding school matters is critical to the success of our students.

3. Parents who feel a partnership with the school are more likely to engage with the school in increasing attendance and academic achievement. Our E.L. and parent liaisons will continue to provide support to all families.

4. Positive Behavior Interventions and Supports is a school-wide framework that supports the academic, social, emotional, and behavioral competence of all students. PBIS helps to reduce bullying behavior and increase school safety and organizational health. Involving more parents in PBIS will create a shared ownership and build positive relationships between family and school.

5. Students who feel safe at school are more likely to have a greater sense of personal well-being and higher academic performance.

6.   Students who feel connected at school are more likely to have a greater sense of personal well-being and higher academic performance.

7. Students and teachers require appropriate materials in order to teach successfully and be successful students.

8. Fully credentialed teachers are engaged in continual professional growth to support student social emotional and academic growth.

9. School Facilities should be maintained in good repair in order to support learning.

Expected Annual Measurable Outcomes

Metric/Indicator   **Baseline**   **Expected Outcome**

Planned Strategies/Activities

Strategy/Activity 1

Use Infinite Campus to to track attendance

Students to be Served by this Strategy/Activity

All Students

Timeline

1st Day of School until the Last Day of School

Person(s) Responsible

attendance clerk

Proposed Expenditures for this Strategy/Activity

Description   Run attendance reports

Strategy/Activity 2

Hold School Attendance Review Team meetings
Hold District Attendance Review Team meetings

Students to be Served by this Strategy/Activity

Students who have had more than 3 unexcused absences, 9 tardies, or who have reached chronic truancy as measured by missing 10% of days in session or being tardy 10% of the days school has been in session

Timeline

Pull attendance reports monthly

Person(s) Responsible

Principal, Parents, Attendance Clerk, District

Proposed Expenditures for this Strategy/Activity

Description   Hold meeting with parents and students

Strategy/Activity 3

Work with parent liaison to conduct outreach to ELL, foster, economically disadvantaged and homeless students

Students to be Served by this Strategy/Activity

ELL, foster, low income, and homeless students

Timeline

Quarterly ELAC meeting will be held. Parent workshops will be held each trimester.

Person(s) Responsible

Principal, teacher, parent liaison, parents

Proposed Expenditures for this Strategy/Activity

Description Call parents, attend meetings,

Strategy/Activity 4

Provide translation

Students to be Served by this Strategy/Activity

ELL students

Timeline

During parent conferences teachers will be able to sign up for translation services

Person(s) Responsible

Principal, ELD Coordinator, Translator

Proposed Expenditures for this Strategy/Activity

Source LCFF - Base

Budget Reference 2000-2999: Classified Personnel Salaries

Description The District will provide translation for parent conferences and parent meetings

Strategy/Activity 5

Maintain school website
Use parent square to communicate with families and push out information
PTA Newsletter

Students to be Served by this Strategy/Activity

All families

Timeline

Weekly

Person(s) Responsible

Principal, office manager, PTA

Proposed Expenditures for this Strategy/Activity

Description	Weekly bulletin and PTA newsletter

Strategy/Activity 6

Implement Caring Schools Community
Provide PBIS training
Provide Campus Supervisor training

Students to be Served by this Strategy/Activity

All Students. A parent representative will be added to the PBIS team.

Timeline

Monthly meetings will be held with the PBIS team.

Person(s) Responsible

All teachers, all classified, Administrator

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	District to provide campus supervisor meetings 4 hours X 5 staff

Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	District to provide planning: 4 hours X 3 staff per month

Strategy/Activity 7

Three parent workshops on instructional strategies
Goal Setting Conference
Parent Conferences
Student Success Team meetings
Individual Educational Plan meetings
Redesignation meetings
Parent Teacher Association
Site Council
Parent Advisory Committee Meeting
English Language Advisory Committee
District English Language Advisory Committee
Coffee with the Principal

Students to be Served by this Strategy/Activity

All students including Ell, low socioeconomic, GATE

Timeline

Throughout the year different meetings will be scheduled to increase parent input and decision making

Person(s) Responsible

Teachers, Parents, Administrator, PTA

Proposed Expenditures for this Strategy/Activity

Amount	800.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Meetings and workshops will be scheduled to meet the needs of parents and students.

Strategy/Activity 8

Parents attend plays, music and rhythm workshops, PTA functions such as Winter Festival, VIP Day, Book Fair , Dine Outs, student store, Boo Grams, Red Ribbon Week, Health Week, APEX, Spirit Days

Students to be Served by this Strategy/Activity

All Students

Timeline

Monthly

Person(s) Responsible

Teachers, Administrator, PTA

Proposed Expenditures for this Strategy/Activity

Source	Parent-Teacher Association (PTA)
Description	PTA functions will be scheduled to increase parent involvement and raise funds for student enrichment programs

Strategy/Activity 9

Teacher require appropriate materials in order to teach successfully and school facilities should be maintained in good repair in order to support learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

Purchase supplies throughout the year and as needed

Person(s) Responsible

Office Manager, Office Clerk, Nurse, Custodian, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	21,000
Source	Site Formula Funds

Budget Reference | 4000-4999: Books And Supplies

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Increase student achievement in English Language Arts by 2% as measured by DIBELS, benchmarks, and CASSPP
Increase student achievement in Math by 2% as measured by benchmarks, CAASPP
Increase student achievement in writing by 2% as measured by the district rubric.
Increase student achievement in English Language Proficiency by one level as measured by the CELDT.
Increase student achievement in Science by 2% Proficient/Advanced as measured by CST.
Increase student achievement in Physical Fitness by 2% meeting all six criteria as measured by the Physical Fitness Test.
Increase Arts integration through Artist in Residency program from COC
Increase GATE differentiation as measured by student and parent surveys.
Increase student achievement for SPED students as measured by their IEP goals.
Increase student participation in technology as measured by Typing Club, Accelerated Reader Data

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
Implement DIBELS universal testing k-3 Implement Language Arts Benchmarks for Math, Writing, ELA Implement CAASPP Testing, Implement CELDT, ADEPT, ELCAP testing Implement CAST Science Test Implement Physical Fitness test	Implemented Dibels universal testing in k-3 and with struggling students in 4-6 Implemented Language Arts Benchmarks for Math, Writing, ELA Implemented CAASPP Testing Implemented ELPAC for initials. All ELs took two ADEPT assessments and one annual ELCAP test in Spring of 2019. 5th Grade students took a pilot CAST Science Test 5th Grade students took the Physical Fitness Test	Intervention aides will assist with DIBELS testing 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1346.00 Substitutes for CELDT and ADEPT testing 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 300.00 Substitute for CAASPP organization and packing 1000-1999: Certificated Personnel Salaries	
Continue English Language Development		Instructional Aides will assist in classrooms with ELL clusters 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1640.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		ELD Coordinator will organize CELDT and ADEPT, Reclassification meetings, ELAC meetings (subs and extra duty) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 200.00	
		provide kindergarten aides 2000-2999: Classified Personnel Salaries	
Monitor Physical Education Program		Use PE Pacing Guide monitored by TOSA, replace equipment 4000-4999: Books And Supplies	
Provide professional Development in the Next Generation Science Standards		NGSS Training at COC 1000-1999: Certificated Personnel Salaries	
Evaluate Social Studies achievement/mastery with unit assessments		Teachers will analyze unit assessment data	
Increase Visual and Performing Arts Experiences		COC Performing Arts Education K-12 Outreach will provide a Theater program, Assemblies and Bus-ins 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 16950.00	
		Visual Art Program, Susan Blake 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 4700.00	
Stop Monitor/Increase use of Typing Club, Accelerated Reader,		Teachers will provide instruction and time for students to use Typing Club and Accelerated Reader.	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instead we will monitor student sign-ins to Google Account		Students use of these programs will be monitored by the teachers, administrator and district.	
		District will provide a license for Typing Club for students 1-6 4000-4999: Books And Supplies	
Continue/Monitor/ IEP Goals and Objectives for alignment to CA Standards		RS Teachers will create IEP goals in alignment of the CA Standards	
		SPED Team will meet Monthly to discuss SPED students' progress.	
Continue SST Online		SST Coordinator will manage system and may use up to 20 hours 1000-1999: Certificated Personnel Salaries	
Survey GATE students and parents		Meet with GATE teachers to Analyze Data, implement differentiation lesson plans. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 300.00	
		Buy enrichment materials 4000-4999: Books And Supplies LCFF - Supplemental 127.00	
		GATE Parent Meeting; staff prep time 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 100.00	
		After school enrichment and aide assistance in the classrooms 2000-2999: Classified Personnel Salaries	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF - Supplemental 500.00	
Continue Learning Walks and provide continuing professional development to increase expertise		Teachers will participate in learning walks and their classes will be covered by substitutes. 1000-1999: Certificated Personnel Salaries	
		Administrator will participate in learning walks with District Administrator	

Analysis

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

Overall everything was implemented as planned except DIBELS was not used to monitor growth three times this year. DIBELS was only used twice to monitor student growth and was not used consistently at each grade level.

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

The overall effectiveness of the above strategies/activities is highly effective. The only strategy that was not effective was the implementation of DIBELS. Since DIBELS did not seem to be an effective tool, which gave teachers the data needed to make instructional decisions, we will not be purchasing DIBELS next year. Instead the Site Council feels that money should be used to cover the increase in each instructional assistant's salary.

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

Instructional Assistants cost more than budgeted this year; therefore, enrichment materials were not purchased.

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.

We will not use DIBELS as a tool to measure student progress. Recently our district purchased Illuminate and this will be the tool used next year to gather data about student progress and to make instructional decisions in Professional Learning Communities.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Increase meaningful and purposeful student and parent engagement
Decrease Truancy
Create a plan to meet the specific needs of ELL, Foster, shelter, economically disadvantaged,homeless parents.
Increase parent satisfaction with the school communication.
Increase students' sense of safety from 93% to 95% (TK-2); 78% to 82% (3-6)
Increase students' sense of school connectedness
Increase parents' sense of safety
Increase students' sense of school connectedness

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
Use Infinite Campus to to track attendance		Run attendance reports	
Hold School Attendance Review Team meetings Hold District Attendance Review Team meetings		Hold meeting with parents and students	
Work with parent liaison to conduct outreach to ELL, foster, economically disadvantaged and homeless students		Call parents, attend meetings,	
Provide translation		Provide translation for parent conferences and parent meetings 2000-2999: Classified Personnel Salaries	
Maintain school website Use Constant Contact for weekly bulletin Use Blackboard Connect for emergency and reminders PTA Newsletter		Weekly bulletin and PTA newsletter	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement Caring Schools Community Provide PBIS training Provide Campus Supervisor training		Implement lessons and activities purchase materials 4000-4999: Books And Supplies LCFF - Supplemental 500.00	
		provide planning: 4 hours X 3 staff per month 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4800.00	
		provide campus supervisor meetings 4 hours X 5 staff 2000-2999: Classified Personnel Salaries	
Three parent workshops on instructional strategies Goal Setting Conference Parent Conferences Student Success Team meetings Individual Educational Plan meetings Re designation meeting Parent Teacher Association Site Council Parent Advisory Committee Meeting English Language Advisory Committee District English Language Advisory Committee		Meetings and workshops will be scheduled to meet the needs of parents and students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 800.00	
		materials for parent workshop 4000-4999: Books And Supplies LCFF - Supplemental 250.00	
Parents attend plays, music and rhythm workshops, PTA functions such as carnival, VIP Day, Book Fair , Dine Outs, student store, Boo Grams, Red Ribbon Week, Health Week, Jog-a-thon, Spirit Days		PTA functions will be scheduled to increase parent involvement and raise funds for student enrichment programs Parent-Teacher Association (PTA)	

Analysis

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

Overall everything in this goal was implemented as planned except for three parent workshops on instructional strategies. We were only able to hold two parent meetings this year.

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

The overall effectiveness of the strategies/activities to the achieve the goal is satisfactory. The Site Council found that more needs to be done in regards to parent engagement, parent input, and parent decision making, since attendance was low a the parent workshops and all school planning meetings.

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

Materials did not need to be purchased for parent workshops as we relied on technology, our TECH TOSAs, Santa Clarita Valley Food Services Agency, and teachers to provide the content, and this did not exceed the 800.00 allotted for salaries. The presenter of each workshop provided their own materials or used school copier to make copies for the workshop.

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.

We are going to provide additional opportunities for parents to provide input and make decisions regarding school goals by using Parent Square next school year.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Ensure that student have access to state-approved standard-based materials
Ensure that all teachers have appropriate materials and training
Maintain school site to meet Good of Exemplary status as measured by Facilities Inspection tool on the School Accountability Report Card (SARC)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide standards based textbooks for math, language arts, social studies, science		Provide duplicating of student/teacher materials and supplemental CA Standards material 4000-4999: Books And Supplies	
Teacher will be provided the opportunity to participate in 1 learning walks		teachers will participate in 1 learning walk 1000-1999: Certificated Personnel Salaries	
Clean and repair the school		repair /replace mats, cleaning machine, supplies 5000-5999: Services And Other Operating Expenditures	

Analysis

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

All students had materials needed for all subjects, and all but 2 teachers participated in a learning walk this school year. The school remained clean and in good repair.

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

The overall effectiveness of the strategies/activities in this goal was highly effective.

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

Two teachers did not participate in learning walks due to scheduling conflicts.

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.

The actions in this goal will be moved to goal 2.

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	74,109.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	18898.00	591.00
Parent-Teacher Association (PTA)	12700.00	0.00
Site Formula Funds	46257.00	3,155.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	18,307.00
Parent-Teacher Association (PTA)	12,700.00
Site Formula Funds	43,102.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,743.00
2000-2999: Classified Personnel Salaries	39,666.00
4000-4999: Books And Supplies	21,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,003.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	16,304.00
2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	4,700.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	6,740.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	15,362.00
4000-4999: Books And Supplies	Site Formula Funds	21,000.00

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
Misty Covington	Principal
Felicia Juardo	Parent or Community Member
Jennifer Barrett	Parent or Community Member
Sherry Cardenas	Parent or Community Member
Naomi Barnes	Parent or Community Member
Rian Medlin	Parent or Community Member
Jennifer Horwitz	Classroom Teacher
Donna Spencer	Classroom Teacher
Susan Michaelides	Classroom Teacher
Jennifer Umland	Other School Staff

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

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

Instructions: Linked Table of Contents

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.

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 measureable 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
	Other: Site Council provides oversight for English Language Learners and GATE.

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 4-29-19.

Attested:

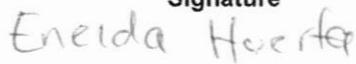| |
|---|
| Principal, Misty Covington on 4-29-19 |
| SSC Chairperson, Felicia Jurado on 4-29-19 |

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:
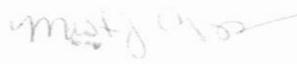
Signature	Committee or Advisory Group Name
Eneida Huerta	English Learner Advisory Committee
	Other: Site Council provides oversight for English Language Learners and GATE.

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 4-29-19.

Attested:

Principal, Misty Covington on 4-29-19

SSC Chairperson, Felicia Jurado on 4-29-19