

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	Skyblue Mesa Elementary School
Address	28040 Hardesty Street Canyon Country, CA 91351
County-District-School (CDS) Code	19649986022727
Principal	Kimberly Humphries
District Name	Saugus Union Elementary School District
SPSA Revision Date	April 24, 2019
Schoolsite Council (SSC) Approval Date	May 3, 2019
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.

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School Vision and Mission

Skyblue Mesa's Mission Statement

The mission of Skyblue Mesa Elementary School is to provide a high quality and rigorous education in a safe learning environment that supports student engagement and achievement. We strive to prepare all students to be confident, independent, lifelong learners, and productive and responsible citizens.

At Skyblue Mesa Elementary School, we envision ourselves:

- * collaborating as a community of staff, students, and parents to maintain the expectation that all students can succeed.
- * building strong critical thinking and problem solving skills.
- * focusing on student achievement of rigorous academic standards.
- * implementing research-based instructional methods in all classrooms.
- * promoting a climate of mutual respect by modeling and teaching expected behaviors as identified on our PBIX Matrix and our school's Code of Conduct.
- * communicating with one another clearly and respectfully.

School Profile

Skyblue Mesa serves approximately 540 students in transitional kindergarten through sixth grade on an academic year calendar which begins in August and ends in June. There are three Special Day Classes on campus that serve approximately 40 Special Education Students.

Skyblue Mesa employs 24 fully credentialed teachers. We also have a school psychologist 80% of the time; a school counselor 60% of the time; a full time and part time (2 days per week) Language and Speech Pathologist; several aides that provide support in the K classrooms, intervention program, and support with our special education classes. We also have a music teacher and media specialist that work part time at the school.

Our school is privileged to have a significant level of parental involvement. Volunteers work at the school daily to assist with classroom-related activities. Parents also serve on school and district committees such as SSC, ELAC, PAC and more. We also have a very active and cohesive Parent-Teacher Organization. Technology, music, and fine arts continue to be supported by our parents and the business community. Weekly school-wide newsletters, phone blasts and emails inform parents and students about educational information and important events.

In order to create a safe and positive learning environment for students to thrive in, we employ PBIS school wide. With this, school expectations for behavior are posted all over the school including the classrooms. These expectations are explicitly taught and positively rewarded. There is an emphasis on positive reinforcement and building positive relationships with students on our school campus.

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

Several opportunities were provided to stakeholders for meaningful input and review of the SPSA. Staff members were given specific opportunities to discuss and give input on the SPSA at staff meetings. Staff members and SSC have been reviewing school data since the beginning of the year to analyze school and student needs to inform the SPSA. There have been monthly meetings with parents since September 2018 and school data and the SPSA are shared with parents during those meetings for update and feedback.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	0.4%	0.40%	3	2	2
African American	4.3%	2.5%	2.41%	22	13	12
Asian	3.9%	4.5%	5.03%	20	23	25
Filipino	5.6%	6.2%	8.25%	29	32	41
Hispanic/Latino	41.1%	46.9%	40.04%	212	241	199
Pacific Islander	0.8%	0.4%	0.20%	4	2	1
White	43.0%	37.9%	41.25%	222	195	205
Multiple/No Response	0.6%	0.8%	0.60%	3	4	3
Total Enrollment				516	514	497

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	95	90	87
Grade 1	56	68	66
Grade 2	66	60	71
Grade3	76	62	54
Grade 4	74	79	65
Grade 5	74	73	80
Grade 6	75	82	74
Total Enrollment	516	514	497

Conclusions based on this data:

1. There was an overall decrease in enrollment for the 2017-18 school year. The numbers for the 2018-19 school year show an upward trend in enrollment.
2. Third (3rd) and fourth (4th) grade show the biggest drop in enrollment for the 2017-18 school year.
3. Our biggest population of students are our White and Hispanic students.

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	64	65	65	12.4%	12.6%	13.1%
Fluent English Proficient	18	24	18	3.5%	4.7%	3.6%
Reclassified Fluent English Proficient	8	9	6	11.3%	14.1%	9.2%

Conclusions based on this data:

1. The amount of English Language Learners has increased slightly between the years of 2016 and 2018.
2. There has been a slight decline in the number of reclassified students between the years of 2017 and 2018.

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	70	63	57	69	61	54	69	61	54	98.6	96.8	94.7
Grade 4	76	79	67	72	75	65	72	75	65	94.7	94.9	97
Grade 5	74	74	82	74	71	81	74	71	81	100	95.9	98.8
Grade 6	74	78	73	69	78	72	69	78	72	93.2	100	98.6
All Grades	294	294	279	284	285	272	284	285	272	96.6	96.9	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	2434.	2417.	2395.	23	22.95	14.81	35	21.31	18.52	20	21.31	25.93	22	34.43	40.74
Grade 4	2466.	2476.	2487.	26	29.33	33.85	24	29.33	21.54	19	20.00	26.15	31	21.33	18.46
Grade 5	2518.	2487.	2507.	15	16.90	25.93	57	25.35	29.63	14	28.17	23.46	15	29.58	20.99
Grade 6	2521.	2541.	2505.	12	11.54	20.83	36	50.00	20.83	29	23.08	22.22	23	15.38	36.11
All Grades	N/A	N/A	N/A	19	20.00	24.26	38	32.28	23.16	20	23.16	24.26	23	24.56	28.31

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	30	27.87	14.81	51	36.07	46.30	19	36.07	38.89
Grade 4	31	29.33	24.62	43	49.33	56.92	26	21.33	18.46
Grade 5	30	19.72	28.40	50	47.89	53.09	20	32.39	18.52
Grade 6	16	19.23	26.39	55	60.26	34.72	29	20.51	38.89
All Grades	27	23.86	24.26	50	49.12	47.79	24	27.02	27.94

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	25	18.03	9.43	51	47.54	52.83	25	34.43	37.74
Grade 4	22	32.00	18.46	51	44.00	63.08	26	24.00	18.46
Grade 5	33	28.17	33.33	51	35.21	40.74	15	36.62	25.93
Grade 6	17	24.36	22.22	55	57.69	34.72	28	17.95	43.06
All Grades	24	25.96	22.14	52	46.32	46.86	23	27.72	31.00

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	26	18.03	14.81	58	63.93	68.52	16	18.03	16.67
Grade 4	18	14.67	27.69	65	66.67	64.62	17	18.67	7.69
Grade 5	16	19.72	14.81	73	59.15	64.20	11	21.13	20.99
Grade 6	12	19.23	15.28	78	67.95	59.72	10	12.82	25.00
All Grades	18	17.89	18.01	69	64.56	63.97	13	17.54	18.01

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	22	24.59	14.81	59	50.82	48.15	19	24.59	37.04
Grade 4	24	33.33	29.23	50	49.33	60.00	26	17.33	10.77
Grade 5	36	21.13	32.10	51	49.30	48.15	12	29.58	19.75
Grade 6	23	30.77	26.39	68	58.97	44.44	9	10.26	29.17
All Grades	26	27.72	26.47	57	52.28	50.00	17	20.00	23.53

Conclusions based on this data:

1. Third (3rd) and sixth (6th) grade showed a significant decline in the percentage of students who met or exceeded standards during the 2017-18 administration of the CAASPP.
2. We have a large population of students in the nearly met category. We need to target this group of kids to move them to the met or exceeds band.
3. Overall, based on the data our students' ELA skills are better developed than their math skills. The area that had the most students in the above standard band was Research/Inquiry and the area with the least was Listening.

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	70	63	57	69	61	55	69	61	54	98.6	96.8	96.5
Grade 4	76	79	67	73	75	65	73	75	65	96.1	94.9	97
Grade 5	74	74	83	74	70	82	74	70	82	100	94.6	98.8
Grade 6	75	78	73	72	78	72	72	78	72	96	100	98.6
All Grades	295	294	280	288	284	274	288	284	273	97.6	96.6	97.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2418.	2421.	2390.	7	13.11	9.26	38	32.79	18.52	33	27.87	31.48	22	26.23	40.74
Grade 4	2452.	2467.	2464.	14	16.00	13.85	25	33.33	26.15	29	32.00	38.46	33	18.67	21.54
Grade 5	2490.	2461.	2489.	7	14.29	10.98	24	12.86	24.39	45	24.29	35.37	24	48.57	29.27
Grade 6	2520.	2542.	2507.	22	19.23	23.61	19	34.62	16.67	33	26.92	26.39	25	19.23	33.33
All Grades	N/A	N/A	N/A	13	15.85	14.65	26	28.52	21.61	35	27.82	32.97	26	27.82	30.77

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	28	19.67	22.64	42	47.54	32.08	30	32.79	45.28	
Grade 4	19	29.33	21.54	34	32.00	40.00	47	38.67	38.46	
Grade 5	7	17.14	21.95	51	20.00	41.46	42	62.86	36.59	
Grade 6	33	39.74	36.11	26	39.74	26.39	40	20.51	37.50	
All Grades	22	27.11	25.74	39	34.51	35.29	40	38.38	38.97	

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	14	22.95	12.96	61	52.46	50.00	25	24.59	37.04
Grade 4	12	30.67	15.38	56	38.67	60.00	32	30.67	24.62
Grade 5	14	12.86	10.98	51	41.43	53.66	35	45.71	35.37
Grade 6	19	15.38	22.22	46	57.69	38.89	35	26.92	38.89
All Grades	15	20.42	15.38	53	47.54	50.55	32	32.04	34.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	16.39	9.43	65	47.54	49.06	20	36.07	41.51
Grade 4	19	25.33	18.46	47	42.67	50.77	34	32.00	30.77
Grade 5	8	11.43	12.20	68	40.00	56.10	24	48.57	31.71
Grade 6	13	24.36	22.22	50	50.00	30.56	38	25.64	47.22
All Grades	14	19.72	15.81	57	45.07	46.69	29	35.21	37.50

Conclusions based on this data:

1. Based on the data, overall students' math skills appear weaker than their ELA skills (only approx. 36% met or exceeded standards).
2. Based on the data presented, a relative strength was noted in the area of Problem Solving/Data Analysis.
3. Based on the data presented, a relative weakness was noted in the area of Concepts and Procedures.

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	1446.1	1449.9	1437.4	15
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				63

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	*	*	*	*	*	*	*	*	15
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*					*
Grade 5			*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	27	42.86	18	28.57	*	*	*	*	63

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	*	*	*	*	*	*	*	*	15
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*							*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	37	58.73	12	19.05	*	*	*	*	63

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	*	*	*	*	*	*	*	*	15
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*	*	*			*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*			*
Grade 5			*	*	*	*	*	*	*
Grade 6			*	*	*	*	*	*	*
All Grades	20	31.75	13	20.63	16	25.40	14	22.22	63

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	11	73.33	*	*	*	*	15
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	35	55.56	19	30.16	*	*	63

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	*	*	*	*	*	*	15
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*					*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*			*
All Grades	41	65.08	16	25.40	*	*	63

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	*	*	*	*	*	*	15
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5			*	*	*	*	*
Grade 6			*	*	*	*	*
All Grades	22	34.92	24	38.10	17	26.98	63

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	*	*	*	*	*	*	15
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5			*	*	*	*	*
Grade 6			*	*	*	*	*
All Grades	20	31.75	35	55.56	*	*	63

Conclusions based on this data:

1. Overall, our students' speaking skills (Speaking Domain) were better developed than any other skills assessed (writing, listening, reading).
2. Overall, written language was our weakest domain showing the need for more intervention in this area.

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
497	36.4%	13.1%	0.2%

This is the total number of students enrolled.

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

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

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

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	65	13.1%
Foster Youth	1	0.2%
Homeless	5	1.0%
Socioeconomically Disadvantaged	181	36.4%
Students with Disabilities	95	19.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.4%
American Indian	2	0.4%
Asian	25	5.0%
Filipino	41	8.2%
Hispanic	199	40.0%
Two or More Races	9	1.8%
Pacific Islander	1	0.2%
White	205	41.2%

Conclusions based on this data:

1. Overall, approximately 1/3 of our population is socioeconomically disadvantaged.
2. Our school population is predominately White and Hispanic.
3. Our school enrollment has increased from last year to this year.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our suspension rate is within the blue band and indicates a positive school culture, and effective behavior supports and interventions (PBIS).
2. Our academic engagement/attendance rate is in the green band indicating positive school engagement and good overall attendance.
3. Overall, our Math and English Language Arts scores fell within the orange band indicating a decrease in scores from the previous year.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 7.7 points below standard Declined -7.3 points 260 students	<p>English Learners</p>  Orange 50.6 points below standard Declined -17.3 points 40 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Orange 42.2 points below standard Declined -12.3 points 100 students	<p>Students with Disabilities</p>  Red 106.4 points below standard Declined -5.4 points 55 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 55.9 points above standard Increased 22.4 points 18 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 24 points below standard Declined -13.2 points 122 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 Yellow 4.7 points below standard Maintained -2.7 points 102 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
107.6 points below standard Declined -13 points 26 students	55.4 points above standard Increased 30.1 points 14 students	1.8 points below standard Declined -5.9 points 215 students

Conclusions based on this data:

1. Our reclassified students showed an increase in their English Language Arts skills by 30 points and out performed our English Only students.
2. Our Hispanic population students showed the biggest decline in their ELA performance by 13.2 points. Our White population of students maintained their ELA performance from the previous year.

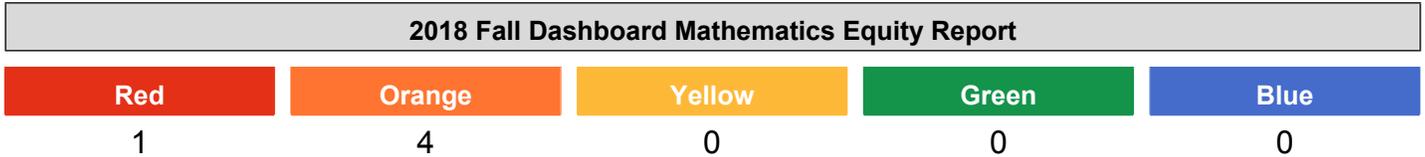
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 37 points below standard Declined -13.1 points 261 students	<p>English Learners</p>  Orange 80.2 points below standard Declined -24.8 points 40 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Orange 65.3 points below standard Declined -9.1 points 101 students	<p>Students with Disabilities</p>  Red 133.1 points below standard Declined -4.2 points 55 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 27.1 points above standard Increased 26.6 points 18 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 54.6 points below standard Declined -18.5 points 123 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 Orange 31.2 points below standard Declined -13.1 points 102 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
134 points below standard Declined -26.7 points 26 students	19.7 points above standard Increased 26.1 points 14 students	30.2 points below standard Declined -10.8 points 216 students

Conclusions based on this data:

- Based on this report, there was a decrease in progress in the area of math for students overall from the 2016/17 school year to the 2017/18 school year.
- Our Reclassified students showed an increase in their math performance by approximately 26 points and outperformed our English Only students.
- Our Hispanic students showed the largest decline and are the farthest below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
63	42.9%	28.6%	14.3%	14.3%

Conclusions based on this data:

1. Overall approximately 70% of our ELL population are scoring within the Level 4/Level 3 based on the ELPAC indicating moderately to well developed English Language skills.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

- 1.

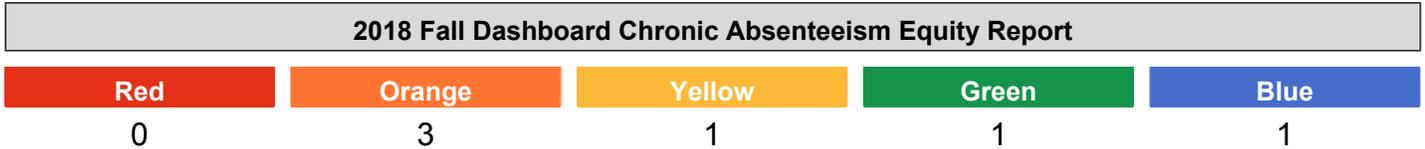
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 8.2% chronically absent Declined 1.3% 524 students	<p>English Learners</p>  Orange 10.1% chronically absent Maintained 0.3% 69 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<p>Socioeconomically Disadvantaged</p>  Orange 13.5% chronically absent Increased 2.7% 192 students	<p>Students with Disabilities</p>  Yellow 15.6% chronically absent Declined 1.8% 109 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% chronically absent Declined 7.1% 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 3.8% chronically absent Increased 3.8% 26 students	 Blue 0% chronically absent Declined 2.9% 41 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.2% chronically absent Declined 1.3% 219 students	 No Performance Color 7.7% chronically absent 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 11% chronically absent Maintained 0.2% 209 students

Conclusions based on this data:

- Overall, our attendance rate is good (only 8.2% chronically absent).
- Certain sub groups such as our English Language Learners, Socio-economically Disadvantaged, and Students with Disabilities have higher absentee rates (above 10%) and are subgroups we should target.

School and Student Performance Data

Academic Engagement Graduation Rate

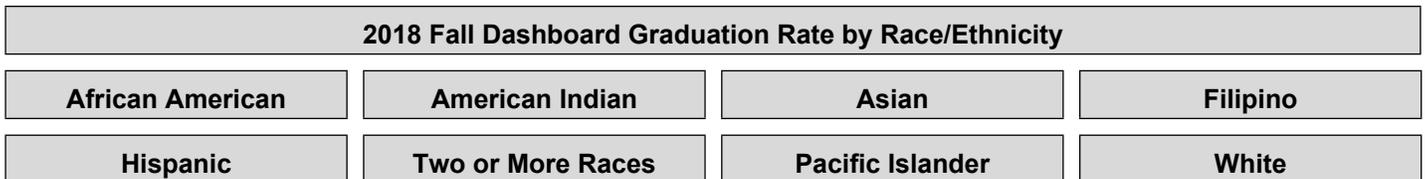
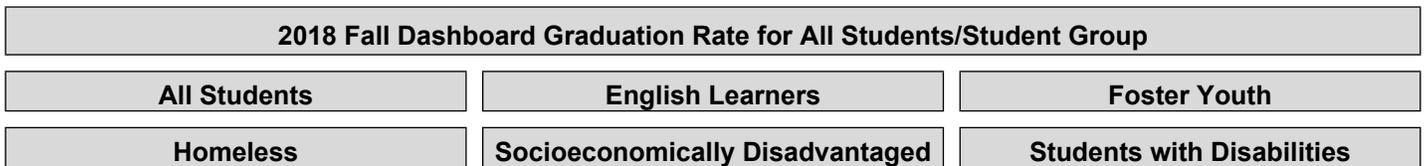
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

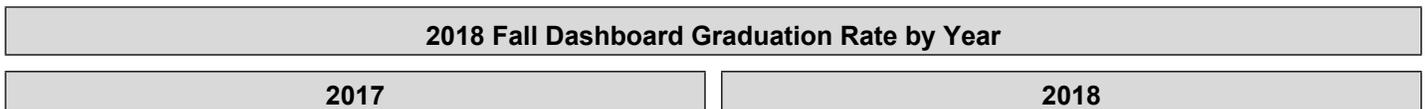
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1. NA

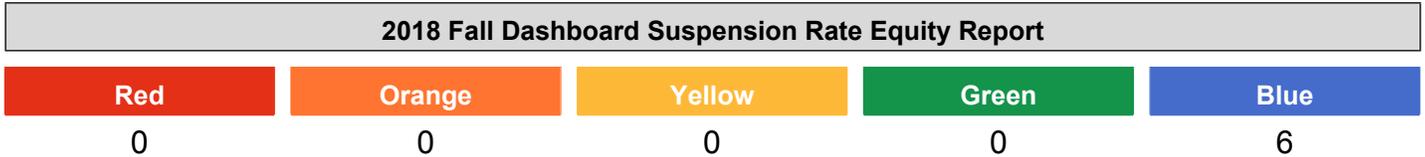
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0% suspended at least once Maintained -0.2% 531 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 72 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 7 students	<p>Socioeconomically Disadvantaged</p>  Blue 0% suspended at least once Declined -0.6% 195 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Maintained 0% 110 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Maintained 0% 13 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once Maintained 0% 26 students	 Blue 0% suspended at least once Maintained 0% 42 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 222 students	 No Performance Color 0% suspended at least once 13 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0% suspended at least once Declined -0.5% 212 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.7% suspended at least once	0.2% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. Our suspension rate is within the blue band and indicates a positive school culture, and effective behavior supports and interventions (PBIS).

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Increase student achievement (LCAP Goal #1)

Goal Statement

Improve student achievement in the areas of Language Arts, Math, Science, Physical Education and English Language Development:

- By June 2020, 60% of students in grades 3rd – 6th will score at standard met (Level 3) or exceeds standard (Level 4) in English Language Arts on the CAASPP. The remaining 40% of students will show growth within their previous band or move to the next band.
- By June 2020, 50% of students in grades 3rd – 6th will score at standard met (Level 3) or exceeds standard (Level 4) in Math on the CAASPP. The remaining 50% of students will show growth within their previous band or move to the next band.
- By June 2020, 80% of students in grades TK - 2nd will meet grade level expectations in number sense and math facts as measured by district benchmark assessments.
- By June 2020, 90% of all students will demonstrate an understanding of grade level science content as measured by teacher made assessments and work samples of NGSS content.
- By June 2020, 70% of 5th grade students will meet 6 out of the 6 standards for PE based on the end of the year Physical Fitness exam.

LCAP Goal

Increase Student Achievement in Language Arts, Math, ELD, Science, PE, VAPA, Technology Integration, Social Studies, IEP Goals, and GATE.

Basis for this Goal

Identified need to improve student English Language Arts and Math skills as identified by state test results.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Data - Math, ELA CST/CMA Data - Science Physical Fitness Test Common Assessments - Math, ELA District Benchmark Assessments IABs - Math, ELA ELPAC Data	<ul style="list-style-type: none">• 47% overall at or exceeded standards in ELA• 36% overall at or exceeded standards in Math• Unknown• 5 out of 6 PE Standards Met	<p>_60% of students in grades 3rd – 6th will score at standard met (Level 3) or exceeds standard (Level 4) in English Language Arts on the CAASPP. The remaining 40% of students will show growth within their previous band or move to the next band.</p> <p>_50% of students in grades 3rd – 6th will score at standard met (Level 3) or exceeds standard (Level 4) in Math on the CAASPP. The remaining 50% of students will show growth within their previous band or move to the next band.</p> <p>_80% of students in grades TK - 2nd will meet grade level expectations in number sense and math facts as</p>

Metric/Indicator	Baseline	Expected Outcome
		measured by district benchmark assessments. _70% of 5th grade students will meet 6 out of the 6 standards for PE based on the end of the year Physical Fitness exam.

Planned Strategies/Activities

Strategy/Activity 1

ENGLISH LANGUAGE ARTS & MATH:

Train staff and fully implement PLC process; including creating common assessments, delivering high quality instruction from a viable curriculum, analyzing data, observing instruction, planning lessons.

Students to be Served by this Strategy/Activity

All students but specifically low income students, ELL, and minorities.

Timeline

By June 2020, all staff will be trained and teacher teams will implement PLC.

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Amount	3000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Teachers and Training

Strategy/Activity 2

INTERVENTION:

Under the supervision of the classroom teacher Title 1 Instructional Assistants/Intervention Aides provide small group instruction and push-in classroom support to low income students, ELLs, and minority students.

Students to be Served by this Strategy/Activity

Low Income, ELL, Minorities

Timeline

By September 2019

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	17000
Source	Title I Part A: Targeted Assistance Program
Description	Intervention Aides
Amount	10500
Source	LCFF - Supplemental
Description	Intervention Aides

Strategy/Activity 3

SCIENCE -

Supplementary Science Materials that support NGSS

Participate in District committees and staff development on NGSS

Students to be Served by this Strategy/Activity

All Students

Timeline

By August 2019

Person(s) Responsible

Principal/NGSS Lead/ District/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Science Material and Training for staff
Amount	500
Source	LCFF - Supplemental

Budget Reference	4000-4999: Books And Supplies
Description	Mystery Science, Stemsscopes, material for experiments, etc.

Strategy/Activity 4

English Language Arts and Math Support:
 Purchase supplemental ELA and math programs/material (technology, books, programs) to build students fluency and comprehension. Provide training (ie. conferences, consultants) to staff on interventions. After-school support for ELA/MATH

Literacy Support from Media Specialist

Music instruction/Music & Art Integration provided by a qualified classified instructor under the supervision of the classroom teachers, Art TOSA, and contracted Art Programs.

Provide Summer School for targeted students

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2019

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	12,500
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Amount	2000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	training
Amount	5,000
Source	Title I Part A: Targeted Assistance Program
Description	Title 1 Summer School
Amount	5,000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Before/After School Support for Targeted Students

Amount	3000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Description	Contract for Art Services/Programs
Amount	7,500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Description	Music Teacher Salary
Amount	7,000
Source	District Funded
Description	Salaries - Librarian/Media Specialist

Strategy/Activity 5

English Language Development (ELD):

Continue to implement and refine the use of Systematic ELD (CM) program for all English Learners at least 30 minutes per day and integrated into core curriculum.

Schedule substitute/release time for teachers to administer ELPAC Testing

Provide ELD Summer School

Students to be Served by this Strategy/Activity

ELL Students

Timeline

August 2019 and on-going

Person(s) Responsible

Principal/Teachers/ELD Coordinator and Coaches

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for testing and training
Amount	5,000
Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title 1 Summer School

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student and Parent Engagement (LCAP Goal #2)

Goal Statement

Attendance Goal:

Decrease the number of tardies, chronic absenteeism, and truancy-- in particular, decrease tardies greater than 30 minutes and early check-out by parents.

PBIS Goal:

By June 2020, we will implement PBIS Tier 2 at the school site with fidelity as measured by obtaining a score of 60% or higher on the School wide PBIS Tiered Fidelity Inventory.

Circle of Friends Goal:

By June 2020, 90% of students who participate in the program will report a positive school experience as measured by a teacher generated survey.

Parent Involvement and Engagement Goal:

By June 2020, the number of parents that participate in parent meetings will increase from 5% to 15%.

LCAP Goal

Increase meaningful and purposeful student, teacher and parent engagement.

Basis for this Goal

School culture and student behavior impact student achievement. Need to continue to improve school culture and overall student behavior via PBIS and SEL. Family connectedness to school positively impacts student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance rates recorded in Infinite Campus. Monthly attendance reports provided by office manager. Sign in sheets from ELAC, Site Council, Title 1 meetings, Parent Engagement Meetings, and PTO meetings. PBIS TFI results. Student and parent surveys.	For Tier 1 - TFI at 80% Fidelity Participation Rate at events at 3%	For Tier II - TFI at 60% Attendance Rate at or above 97% Overall Participation Rates at events - 15%

Planned Strategies/Activities

Strategy/Activity 1

Provide weekly awards, trainings, support for PBIS program

Students to be Served by this Strategy/Activity

All Students

Timeline

Begin August 2019

Person(s) Responsible

Principals, Teachers, PBIS Team, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Part A: Targeted Assistance Program
Description	Materials for Awards
Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies, training materials

Strategy/Activity 2

Provide end of the year recognition for excellent attendance. Provide incentives each week for class with the best attendance the previous week.

Students to be Served by this Strategy/Activity

All Students

Timeline

All Students

Person(s) Responsible

Principals, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	LCFF - Base
Description	Materials for Awards

Strategy/Activity 3

Students will participate in social emotional (SEL) lessons.

Students to be Served by this Strategy/Activity

TK - 6th Grade Students

Timeline

Beginning August 2019

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	SEL Supplemental Material

Strategy/Activity 4

Individual and group counseling sessions with school counselor. Lunch Bunch for targeted group of students who struggle with socialization. Referred students will participate in a self-esteem building/anger management groups led by a counselor from Child and Family Center.

Students to be Served by this Strategy/Activity

Targeted Students

Timeline

Beginning August 2019

Person(s) Responsible

Principal, school psychologist, teachers, counselor

Proposed Expenditures for this Strategy/Activity

Amount	20,800
Source	Title I Part A: Targeted Assistance Program
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Counselor Salary

Strategy/Activity 5

The student-led Peace Patrol advisor will train and provide peer counselors to assist the campus supervisors as mediators for conflict resolution, using Peace Patrol materials.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019

Person(s) Responsible

Peace Patrol Advisor

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Description	Uniforms, Incentives

Strategy/Activity 6

Provide parent education through Parent Engagement Activities
Provide translation for parent conferences and other meetings.

Students to be Served by this Strategy/Activity

All Students

Timeline

Beginning August 2019, on-going

Person(s) Responsible

Parent Engagement Committee
Principal/Office Staff/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,050
Source	Title I Part A: Parent Involvement
Description	Material for meetings, Incentives, presenters

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Teacher Training

Goal Statement

Ensure 100% of school staff are properly trained and credentialed to perform job.

LCAP Goal

Provide an appropriate basic condition of learning.

Basis for this Goal

Teacher preparedness and self-efficacy impact student learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Successful PAR completion		All new teachers will successfully complete the PAR program

Planned Strategies/Activities

Strategy/Activity 1

Mentor support for new teachers. Materials to support new teachers in role.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019

Person(s) Responsible

District, Principal

Proposed Expenditures for this Strategy/Activity

Amount

700

Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	Material to support new teachers

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Improve student achievement in the areas of Language Arts, Math, Science, Physical Education and English Language Development:

- By June 2019, 60% of students in grades 3rd – 6th will score at standard met (Level 3) or exceeds standard (Level 4) in English Language Arts on the CAASPP. The remaining 40% of students will show growth within their previous band or move to the next band.
- By June 2019, 50% of students in grades 3rd – 6th will score at standard met (Level 3) or exceeds standard (Level 4) in Math on the CAASPP. The remaining 50% of students will show growth within their previous band or move to the next band.
- By June 2019, 80% of students in grades TK - 2nd will meet grade level expectations in number sense and math facts as measured by district benchmark assessments.
- By June 2019, 60% of students in grades K - 6th will earn a 3 or 4 rubric score on the End of the Year District Writing Prompt using age appropriate grammar, syntax, and mechanics as measured by the grade level writing rubric.
- By June 2019, 70% of 5th grade students will meet 6 out of the 6 standards for PE based on the end of the year Physical Fitness exam.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP -ELA and Math	60% will meet or exceed standards in ELA 50% will meet or exceed standards in Math	Unknown

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ENGLISH LANGUAGE ARTS & MATH: Support for new or struggling teachers via the Induction Program/PAR - Fully Implement Direct Instruction in all classes All teachers and principal will participate in Learning Walks Frequent classroom walk throughs and feedback to teachers	PAR was provided to all new teachers Teachers fluent in implementing Direct Instruction. 60% of teachers participated in Learning Walks Walk throughs are completed weekly.	Substitute Teachers LCFF - Supplemental 1000	Substitute Teachers LCFF - Supplemental 1,500
		LCFF - Supplemental 500	
		Supplies LCFF - Supplemental 7000	Supplies/Programs LCFF - Supplemental 7,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>SCLL Material and Training (ELD and Listening/Speaking) 30 minutes each day - New Teachers</p> <p>Under the supervision of classroom teachers, instructional assistants are used to assist struggling students in foundation skills in reading and or math.</p>	<p>SCLL and ELD provided each day for 30 min.</p> <p>Instructional Assistants were utilized to assist students struggling in ELA and/or Math.</p>		
<p>INTERVENTION: Under the supervision of the classroom teacher Title 1 Instructional Assistants provide small group instruction.</p> <p>Provide extended school year in the form of Summer School for qualified Title 1 students</p> <p>School Counselor</p> <p>Title 1 funds are used to purchase intervention materials and training to support all students with language arts and math skills. These materials are used by teachers and Instructional Assistants in small group instruction to provide remediation assistance with reading skills such as fluency, sound/symbol identification, comprehension, and math skills such as problem solving and math literacy.</p>	<p>Instructional Assistants were utilized to assist students struggling in ELA and/or Math.</p> <p>Summer School will be provided in the summer of 2019.</p> <p>An additional day was given to the school counselor for a total of 3 days of counseling support.</p> <p>Purchased several on line programs such as Read Live to support student achievement.</p>	<p>NCLB Aides</p> <p>Title I Part A: Targeted Assistance Program 17000</p> <p>Administrative Designee NCLB Aides, Teachers, Materials Title I Part A: Targeted Assistance Program 7000</p> <p>Salary Benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 20,000</p> <p>Making Meaning, SIPPS, Great Leaps, Moby Max, I Ready, Math Intervention Program. Title I Part A: Targeted Assistance Program 3,000</p>	<p>Aides Title I Part A: Targeted Assistance Program 17,000</p> <p>Materials Title I Part A: Targeted Assistance Program 7,000</p> <p>Counselor Salary 1000-1999: Certificated Personnel Salaries 27,000</p> <p>Programs 3,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>SCIENCE & PHYSICAL EDUCATION</p> <p>*Science*</p> <p>Supplementary Science Materials that support NGSS</p> <p>Participate in District committees and staff development on NGSS</p> <p>*Physical Fitness*</p> <p>P.E. TOSA provides model lessons for teachers to observe and provides planning support</p> <p>Purchase sports equipment and supplies to support physical fitness</p>	<p>Purchased Stemscoptes for teachers from TK -6th</p>	<p>Mystery Science, Stemscoptes, material for experiments, etc. LCFF - Supplemental 500</p> <p>Attend trainings and teach other staff members</p> <p>Field Day, Health Week, Walk-a-Thons</p> <p>District Funded</p> <p>Materials</p> <p>LCFF - Base 1500</p>	<p>Materials/Books LCFF - Supplemental 3,000</p>
<p>ADDITIONAL PROGRAMS/ENHANCEMENTS:</p> <p>Supplemental programs and services to GATE students ie. video projects, STEM projects, science experiments, etc.</p> <p>Provide students with Arts Integration Lessons using the district Art TOSAs and provide teachers with model lessons as staff development to improve art education and integration.</p>	<p>No additional funds were provided for the GATE program.</p> <p>Art TOSAs provided training and support/ model lessons in each classroom 3 times per year.</p> <p>Contracts with the Music Center, COC, etc to provide Arts Integration Lessons/Art Programs.</p>	<p>Equipment, materials District Funded 1,000</p> <p>Art TOSAs Title I Part A: Disadvantaged Students 1,000</p> <p>Contract with COC Donations 7000</p> <p>Music Teacher Donations 7,500</p>	<p>Contract with COC Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 7000</p> <p>Music Teacher Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 7500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide artists in residence in dance, shadow puppetry, and performing arts.</p> <p>Music instruction provided by a qualified classified instructor under the supervision of the classroom teachers.</p> <p>Provide a Homework Club/extended library hours for students to receive assistance and have a quiet place to complete homework.</p>	<p>Continued with Music Instructor</p> <p>Homework club not done this school year.</p>	<p>Salaries - Librarian/Media Specialist Title I Part A: Targeted Assistance Program 3000</p>	
<p>English Language Development (ELD):</p> <p>Continue to implement and refine the use of Systematic ELD (CM) program for all English Learners at least 30 minutes per day.</p> <p>Schedule substitute/release time for teachers to administer ADEPT Testing</p> <p>Schedule substitute/release time for teachers to administer CELDT Testing</p> <p>Provide training for teachers in the use of the ELD kits and ELD strategies through the on site ELD coaches</p>	<p>ELD provided to all identified students the first 30 min of each day.</p> <p>Release time was provided for ELPAC and ADEPT Testing.</p> <p>ELD Summer School planned for Summer 2019.</p>	<p>District Funded</p> <p>Substitute Teachers LCFF - Base 2000</p> <p>District Funded</p>	<p>Substitute Teachers LCFF - Base 2000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide ELD Summer School			
Staff Development: Provide staff development in the area of math conceptual understanding and complex problem solving strategies for all teachers.	Math support was provided but no consultant utilized.	Consultant Fees Title I Part A: Basic Grants Low-Income and Neglected 2000	

Analysis

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

Aides were used to deliver additional support for students identified with ELA and Math deficits. Each classroom was given time for this support. Programs such as SIPPS, Moby Max, Read Live, Stemsscopes, etc were purchased to support students in ELA, Math, and Science.

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

Intervention data shows moderate growth in approximately 80% of students serviced.

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

There were no major differences between proposed expenditures and estimated actual expenditures except for in some cases LCFF Supplemental was used instead of LCFF Base.

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 still continuing to fund Aides and programs such as Read Live, Stemsscopes, etc. However next year we will switch to another reading/math intervention on-line program that appears to have more effective results. In addition, Aides will primarily work in the primary grades to focus support on those learning fundamental skills.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Attendance Goal:

Decrease the number of tardies, chronic absenteeism, and truancy-- in particular, decrease tardies greater than 30 minutes and early check-out by parents.

PBIS Goal:

By June 2018, we will implement PBIS Tier I at the school site with fidelity as measured by obtaining a score of 70% or higher on the Schoolwide PBIS Tiered Fidelity Inventory.

Circle of Friends Goal:

By June 2018, 90% of students who participate in the program will report a positive school experience as measured by a teacher generated survey.

Parent Involvement and Engagement Goal:

By June 2018, the number of parents that participate in parent meetings will increase from 3% to 10%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance rates recorded in Infinite Campus. Monthly attendance reports provided by office manager. Sign in sheets from ELAC, Site Council, Title 1 meetings, Parent Engagement Meetings, and PTO meetings. PBIS TFI results. Student and parent surveys.	97% or higher attendance rate. 3% to 15% parent participation rate 70+ score on TFI for PBIS	Attendance rate between 96 and 97%. Parent participation less than 5% for academic focused parent engagement activities.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide weekly awards for PBIS program	PBIS Weekly Awards given	Materials for Awards Title I Part A: Allocation 1000	Salaries for Classified - PBIS Team Members Title I Part A: Targeted Assistance Program 1000
Provide end of the year recognition for excellent attendance	Unknown	Materials for Awards LCFF - Base 300	Materials for Awards LCFF - Base 300
Students will participate in social emotional curriculum lessons	Implemented incrementally across school.	Title I Part A: Basic Grants Low-Income and Neglected 3000	SEL Resources Title I Part A: Parent Involvement 3,000
Participate in the Bucket Filler Program through the all school assembly,	Discontinued	Parent Teacher Association/Parent	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>classroom activities and a once a month bucket filler award.</p> <p>Referred students will participate in a self-esteem building group led by a counselor from Child and Family Center</p>	<p>Counseling sessions continued.</p>	<p>Faculty Club (PTA/PFC) 0</p>	
<p>Provide monthly extra recess incentive for students who have no tardies each month.</p>	<p>Implemented Atten-Dance (10 min dance party each week for perfect weekly attendance)</p>		
<p>Administrator will work with the school office assistant to prepare letters, send letters and schedule appointments for parent meeting for students with excessive tardies and/or unexcused absences.</p> <p>Administrator will hold monthly SART meetings with parents as needed.</p> <p>Administrator will attend SARB meetings with parents of truant students as needed.</p> <p>Provide parent education on the importance of attendance at parent meetings (Title I, ELAC, Site Council, PTA, GATE, parent newsletter etc..)</p>	<p>Letters mailed to parents regarding attendance.</p> <p>SART meetings were held this school year.</p> <p>SARB meetings not conducted.</p> <p>Multiple opportunities to train/inform parents on importance of attendance.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Implement PBIS with fidelity school wide</p> <p>The student-led Peace Patrol advisor will train and provide peer counselors to assist the campus supervisors as mediators for conflict resolution, using Peace Patrol materials.</p> <p>Students in grades 3-6 will follow the democratic election process through participation in Student Leadership</p> <p>Special education students and general education students will participate in the Circle of Friends program which fosters friendships, increases social skills and increases school contentedness.</p>	<p>PBIS implemented with >70% fidelity.</p> <p>Peach Patrol trainings held.</p> <p>Held elections for Student Council.</p> <p>Circle of Friends program implemented every Monday this school year.</p>		
<p>Increase student engagement in lessons through the increased use of the Interactive Flat Panels. Teachers will participate in all district provided training and "Each One Teach One" at staff meetings.</p>	<p>Every teacher at site utilizes IFP daily to improve student engagement.</p>	<p>District Funded</p> <p>District Funded</p>	
<p>Provide parent education through Parent Engagement Program</p> <p>Encourage parents to participate in our annual Career Day.</p>	<p>Several parent engagement activities held this year.</p> <p>Career Day will be held in May 2019.</p>	<p>Title I Part A: Parent Involvement 4000</p> <p>Title I Part A: Parent Involvement 500</p>	<p>Engagement Activities funded by PTO 0</p> <p>Engagement Activities funded by PTO 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Continue to keep lines of communication open through mass phone/email announcements weekly newsletter and Constant Contact.</p> <p>Provide translation for parent conferences and other meetings.</p>	<p>Newsletters, email, etc utilized to communicate with parents.</p> <p>Translation services provided at several parent meetings.</p>		
<p>Continue with the Volunteer Tea to recognize parent volunteers</p> <p>Provide parent volunteer opportunities.</p> <p>Schedule and conduct parent meetings - Title 1, GATE, School Site Council, ELAC, PTO etc.</p> <p>Solicit parent input regarding the SPSA and school programs at parent meetings listed above.</p> <p>Provide Child Care for ELAC and Title 1 meetings</p>	<p>Volunteer Tea will be held in May 2019.</p> <p>Several parent volunteer opportunities offered at school.</p> <p>Parent meetings such as Title 1, GATE, SSC, ELAC, PTO held this school year.</p> <p>Parent input in SPSA solicited all through-out the year.</p>	<p>Title I Part A: Parent Involvement 500</p>	<p>Family Engagement Activities funded by PTO 0</p>
<p>Plan and conduct video series for parents on the math curriculum and how they can help their child at home with math concepts.</p>	<p>One video was completed</p>	<p>Title I Part A: Parent Involvement 500</p>	<p>0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Offer "Linger Longer" morning coffee and information meetings for parents.	Coffee with the Principal held several times per year.		
Survey parents about their needs and preferences for parent education meetings and other parent involvement opportunities.	SSC Parent Survey will go out in May 2019.		

Analysis

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

Incentives were used to promote positive behavior at the school. PTO funded many of the incentives. We used much of the funds to pay for classified staff to participate in PBIS team activities. Family engagement activities were funded primarily by the PTO.

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

The PBIS implementation has been very successful this school year. Parent engagement activities that were more academic focused continued to be poorly attended. However family involvement in other events were well attended.

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

The PTO funded many items/activities we budgeted for.

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.

No changes will be made to this goal.

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	115,850.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	7,000.00
LCFF - Base	300.00
LCFF - Supplemental	23,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	11,000.00
Title I Part A: Parent Involvement	1,050.00
Title I Part A: Targeted Assistance Program	73,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,000.00
1000-1999: Certificated Personnel Salaries	35,800.00
4000-4999: Books And Supplies	25,700.00
5000-5999: Services And Other Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	7,000.00
	LCFF - Base	300.00
	LCFF - Supplemental	10,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	12,500.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	8,000.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3,000.00
	Title I Part A: Parent Involvement	1,050.00
	Title I Part A: Targeted Assistance Program	22,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	35,800.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	13,200.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	2,000.00

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
Kimberly Humphries	Principal
Cathy Bench	Other School Staff
Michele Joseph	Classroom Teacher
Dani Deaton	Parent or Community Member
Michelle Alfonso	Parent or Community Member
Virginia Terracciano	Classroom Teacher
Lynda Sincomb	Parent or Community Member
Terri Egar	Classroom Teacher
Dani Deaton	Parent or Community Member
Kris Kelso	Parent or Community Member
Kathy Hodges	Parent or Community Member

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

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: Title 1 Parent Meeting

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 11-16-2016.

Attested:

Principal, Kimberly Humphries on
SSC Chairperson, Kris Kelso on

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.

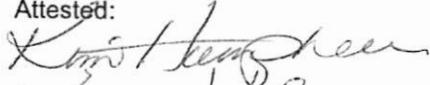
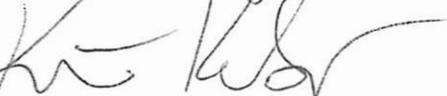
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: Title 1 Parent Meeting

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 11-16-2016.

Attested:	
	Principal, Kimberly Humphries on 5/6/19
	SSC Chairperson, Kris Kelso on 5/6/19