School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
University Preparation Charter School at CSU Channel Islands	56725536120620		

Purpose and Description

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

Schoolwide Program

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

UPCS has aligned and embeded all ESSA supported fudinging sources, Title I, Title II, Title III, and Title IV into the LCAP with aligned AMOs and actions/services. As a charter school UPCS has the

ability to use the LCAP as the SPSA, but due to the suspension of the LCAP for 20-21 due to COVID-19 pandemic, UPCS is creating a SPSA.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Due to the COVID-19 Pandemic UPCS was unable to administer the surveys. The data below is from the 18-19 climate survey:
Parent Survey - Key Findings
My child is safe from bullying at school:
67% agree/strongly agree
17% neither agree or disagree
16% disagree/strongly disagree

My school is a safe place to learn:
91% agree/strongly agree
6% neither agree or disagree
2% disagree/strongly disagree

My child is safe from violence at school:
77% agree/strongly agree
15% neither agree or disagree
8% disagree/strongly disagree

Discipline in this school is fair:
61% agree/strongly agree
30% neither agree or disagree
9% disagree/strongly disagree

This section of the parent survey is the area we have chosen to focus on through our LCAP. We can see from this data some areas to improve on, these areas are addressed in the LCAP and SPSA.

Student Survey
On Key Measures, the elementary students had the following average scores on a scale of 1-5 with 5 being best:
Student Engagement, 2.90
Academic Rigor, 2.45
Methods, 2.61
Personal Relationships, 2.78
Classroom Culture, 2.15.

On Key Measures, the middle school students had the following average scores on a scale of 1-5 with 5 being the best:
Student Engagement, 3.46
Academic Rigor, 3.75
Relationships with teachers, 3.48
Relationships with Peers 3.59
School Culture, 3.41.

School Safety, the 6-8 grades average scores were (1 = strongly disagree, 3 = neither agree or disagree, and 5 = strongly agree):
I feel safe from harm while…:
In my home, 4.3
In the neighborhood where I live, 4.06
In my class, 4.03: Going to and from school, 3.87
At school in general, 3.84
On school property outside my school building, 3.72
In the hallways, bathrooms and locker rooms at my school, 3.62.

Perceptions of conflict: At school,

I must always be ready to fight to defend themselves, 2.6
Many students at my school go out of their way to treat other students badly, 2.42
There is conflict in my school based on race, culture, religion, sexual orientation, gender, or disabilities, 2.01
Students get into physical fights at my school, 2.03
Adults at my school try to stop bullying/harassment, 3.85
I usually try to help other student who are being bullied/harassed, 3.72.

The key measures we are following on the LCAP from the student survey focus on engagement, rigor, methods of instruction, realtionships with staff and students, and culture. We also are looking closely at the school safety questions only given to students in grades 6-8. We notice improvement in this area overall this year. We can see a trend that our students feelings of connectedness get stronger as they get older.

Classroom Observations

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

The pandemic has shifted classroom observations from our normal practice. Usually all teachers receive two formal classrooms observations a year and are assigned a learning partner from the administrative team to work with for two years. This year we have shifted our efforts to provide support through the many challenges that have come with the crisis. Teachers are being supported in a variety of ways on an as needed basis of support. Teachers can request training, lesson modeling, and co-teaching in place of formal observations for this school year. Our flexibilty to support teachers has been paramount to their success.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School-wide results of state and district assessments in Mathematics and Language Arts (DRA2, Benchmark, MARS and MAC) are analyzed to identify the school's priorities for the coming school year. These data are disaggregated by subgroups. Schoolwide pacing calendars, state frameworks, Common Core State Standards, and Next Generation Science Standards are used as planning guides. UPCS uses IO as a data warehouse for state and local assessment data. This information is used to identify students at risk and to plan instruction and/or re-teaching toward the goal of improved student achievement. Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in collaborative teams to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.
DUE to the pandemic some of these resources were unavailable for the 19-20 and 20-21 school year.

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

Teachers collect formative data daily. Through the pandemic teachers have learned how to utlize technology to assist at a greater degree in the collection of formative data. Teachers utilize the information collected to modify instruction and plan for intervention groups.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

93% of the UPCS staff meets the HQT requirements as outlined in ESEA. This equates to 3 of our enrichment/specialist teachers. Credentialing laws were just changed in January 2020 to requiring non-core teachers in charter school's to have a teaching credential. The charter school's are given 5 years, beginning in 2020 to get all non-core teachers credentialed.

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

Professional development is based on a model of continuous improvement. It is informed by teacher surveys, principal observation, student achievement data, and by examining ways to best support the planning, instruction, and assessment of California State Standards and adopted curricula.

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

Each year, three days of professional development are held in August, preceding the start of the school year and students arrival. Through professional development, administrators and teachers take time to improve their teaching skills and to extend their knowledge of the subjects they teach. These days of professional development cover training and topics such as (but not limited to) testing, assessment and accountability, differentiation strategies, instructional improvement, state standards, project-based learning, English-Language Development (ELD), dual immersion, classroom management strategies, and Response to Intervention (RTI). Two full days of professional development are held midyear, and an additional day occurs upon the conclusion of the school year. In addition, teachers meet weekly for an afternoon of staff development, which includes a variety of professional development topics and trainings that expand upon the professional development provided in August. In addition to the professional development days provided throughout the school year, the school aims to ensure opportunities for staff to attend off-site workshops and conferences whenever possible and bring in coaches to work with small teams of teachers providing hands on model lessons. UPCS teachers often participate in the valuable opportunities offered by the Ventura County Office of Education that support school wide goals and initiatives. Teachers collaborate to implement professional development strategies and structures during their Active Collaboration Team Time (ACTT), which takes place during the school day while students are actively learning with Specialist Team teachers. During ACTT, teachers work in teams to review student work, track student performance, and guide and improve their instruction in the classroom. All teachers are assigned a mentor from the administrative team. The mentor and mentee look at the professional standards for teaching and choose some areas the mentee hopes to improve. Then through a series of observations and conversations the mentee implements practices, tries new strategies, and works to improve in the area for growth. The school uses student data and teacher need to strategically plan for the professional development needs of the school and individual teachers. The pandemic changed things as of March 13, 2020. Our teachers spent countless hours learning how to become online teachers. Our support staff learned how to support teachers and students in an online platform. Our administration pivoted the entire school to support teachers, staff, students and families in a time of crisis.

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

UPCS provides teacher induction mentors for probationary teachers. The mentors work with teachers on the California Standards for the Teaching Profession and their direct application to their classrooms. Other content experts and instructional coaches who provide instructional assistance and support for teachers include our Teachers on Special Assignment and our Science Lab Coach. They support site teachers by offering model lessons, access to resources, sharing of best practices, and providing professional development opportunities.

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

Teachers at UPCS have time provided during the instructional day to meet in grade level teams to review student data, design lessons, and collaborate. During a normal school year this happens three times a week for 50 minutes. During COVID-19 this has been limited to Wednesdays for 1 hour.

Teaching and Learning

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

The UPCS core curriculum is based on the California State Standards. A comprehensively aligned instructional program that consists of assessments, instructional materials, and professional development supports it. Each grade level has pacing calendars, guides, and benchmark assessments that are refined regularly Using multiple data sources, student progress is analyzed to determine student needs for instructional planning.

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

UPCS follows the requirments for instructional minutes.

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

Teachers utilize pacing guides and calendars to assist in their instructional planning. Benchmark assessments are administered in English Language Arts and Mathematics in order to assess skills after they are taught. Additional instruction is provided to students not meeting targets. Instruction is individualized to ensure that each student excels at the appropriate level in order to attain proficiency over grade level standards. In grades K-3 the school has a primary hour model that provides targeted intervention based on formative assessments in ELA or math. Intervention teachers work with students in grades K-5 who need additional reading or math support.   During COVID this has looked a little different but similar services are still provided.

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

Standards-based instructional materials are purchased for all students with each curricular adoption. Teachers serve on textbook committees to identify needs of students requiring language support, intervention, and/or enrichment. Based on identified needs supplementary materials may be purchased to help students meet academic standards.

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

Teachers utilize California SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

Under-performing students are provided with additional support to assist students in meeting grade level standards. After school tutoring is provided for literacy and mathematics support through Primary Hour for students in grades K-3, three days a week. Intervention teachers provide small group math and reading support for students with

The following list is a sample of services provided;
- Student Success Teams and Kid Talk
- Counselor
- Before/After/During school intervention programs
- English Language Support
- Summer Programs
- SARB School Attendance Review Board
- Differentiated Instruction

Evidence-based educational practices to raise student achievement

UPCS will fulfill its mission by utilizing the following evidence-based practices of effective schooling (Hattie's 2018 Updated List of Factors Related to Student Achievement):

Collective Teacher Efficacy (Effect size 1.57)

Hattie has presented Collective Teacher Efficacy as the number one influence to student achievement. The message is clear: together teachers can achieve more, especially if they collectively believe they can do so.

Optimizing student potential and performance via instructional delivery by teachers who maximize regular school-wide professional development through Active Collaborative Team Time ("ACTT"), cross-grade collaboration, and articulation to implement and model the best and most promising research-based pedagogical practices; and grade level lesson study delivered in a learning cycle format. In 2018-19, our lab cycles focused on math. In 2019-20, our math lab cycles and staff development during staff meetings focused on Thinking Routines from Project Zero and Universal Design for Learning. Our plans for future cycles include:
- Thinking Routines to improve our Depth of Knowledge in classroom activities
- Universal Design practices to ensure all students are supported for maximum learning
- Anti-Bias Training and Culturally Responsive Instructional Practices
- Study of best practices for reading and writing.

Self-reported Grades (Effect size 1.33)

This strategy involves the teacher finding out what the student's expectations of their own performance is and then pushing the learner to exceed these expectations. Once a student has performed at a level that is beyond their own expectations, he or she gains confidence in his or her learning ability.

This year, we began having teams design student-facing rubrics. Students self-assessed their own ability before and after instruction. In many rubrics designed by teachers, students were also asked to write a short self-reflection about the things that helped them learn or things they needed from their teachers in order to be more successful in the future. Our goals for the future in this area are to do more work with student-facing learning progressions to allow students to self-assess their current performance level, determine new goals independently, and develop their action plan for meeting their goals.

Teacher Estimates of Achievement (Effect size 1.29)

This strategy reflects the accuracy of an individual teacher's knowledge of the students in his or her classes and how that knowledge determines the kinds of classroom activities and materials that are appropriate as well as the difficulty of the tasks assigned.

Our MTSS Team has been trained as a part of the MTSS grant. Our focus has been on Universal Design for Learning. As a school, we plan to continue to study methods to be sure that every child is working within their zone of proximal development for as much time as possible within every lesson. Our goal is to ensure that every lesson has built-in universal design to maximize the differentiation possible to ensure that every child is challenged and able to access every activity. The next steps will be to have our MTSS team provide training to faculty in all content areas.

Cognitive Task Analysis (Effect size 1.29)

Cognitive Task Analysis is a type of analysis aimed at understanding tasks that require a lot of cognitive activity from the user, such as decision-making, problem-solving, memory, attention, and judgment. This is attending to how the students are thinking.

Our use of MARS/MAC Tasks has this built in as part of the design and we have taught teachers to assess the level of student thinking using these assessments. In addition, teachers are encouraged to ask higher-order questions that challenge the way students think about the content and help them monitor and practice their thinking. We will continue to study the use of Cognitive Task Analysis in our Faculty Learning Cycles to strengthen our practice in this area.

Response to Intervention (Effect size 1.29)

Response to intervention (RTI) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress monitoring.

The UPCS MTSS team went through rigorous monthly trainings with Ventura County Office of Education since the fall of 2018. We are in the process of designing a systemic multi-tiered system of support for academic, behavior and social emotional instruction that includes rigorous staff development.

Conceptual Change Process (Effect size .99)

In this process, students are guided to help them identify misconceptions, create cognitive dissonance, explain the correct conception, and have students engage with their new ways of thinking.

UPCS teachers have collaborated together using thinking routines from Project Zero to guide students through this process. In our cycles of learning, teachers designed lessons together using the thinking routines, "I used to Think, Now I think", "Connect, Extend, Challenge" and "3-2-1 Bridge." They then went into classrooms and delivered the lessons, collecting data on the impact the routines had on student learning.

I Used to Think, Now I think: This routine helps students connect new learnings to their prior knowledge using a process that first identifies misconceptions.

Connect, Extend, Challenge: This routine helps students make connections between new ideas and prior knowledge. It also encourages them to take stock of ongoing questions, puzzles and difficulties as they reflect on what they are learning.

3-2-1 Bridge: This routine asks learners to uncover their 1st thought, ideas, questions and understandings about a topic and then connect these to new thinking about the topic after some exposure and research.

Feedback (Effect size .99)

Hattie has made clear that 'feedback' includes telling students what they have done well (positive reinforcement), and what they need to do to improve (corrective work, targets etc.), but it also includes clarifying goals. This means that giving students assessment criteria, for example, would be included in 'feedback' since high quality feedback is always given against explicit criteria. As well as feedback on the task Hattie believes that students can get feedback on the processes they have used to complete the task, and on their ability to self-regulate their own learning. All these have the capacity to increase achievement. Feedback on the 'self' such as 'well done you are good at this' is not helpful. The feedback must be informative rather than evaluative.

In our Faculty Learning Cycles, we collaboratively wrote student-facing assessment rubrics on both standards AND on the learning processes itself. We wrote the rubrics on the new thinking routines we introduced to students in lessons and taught students how to use them as tools to complete tasks, self-regulate and self-assess their own learning. We also designed them as learning progressions so that students could use them as a tool to self-select next step goals for their learning. This is an area we look forward to continuing to study as we grow our ability to give students high quality feedback.

Classroom Discussion (Effect Size .82)

Classroom discussion is a method of teaching that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other.

During the 2018-2020 school years, our staff studied best practices for leading math talks as whole class discussions. We learned that while the conversation around the content is important, it is also important for teachers to teach students how to effectively have a conversation within a specific subject area. Teachers created a series of open-ended Accountable Math Talk Stems to assist students in having discussions effectively and independently (i.e. What would you do if…? What would happen if…? If you do this instead, what will happen? Why did you decide to…? Explain how you did… Describe why you did… How did you record your work? How did you predict what the answer would be? How did you prove your estimate?)

Our future work will include the collaborative creation of accountable talk stems for reading and writing in addition to rubrics for students to self-evaluate and monitor their engagement and growth in classroom conversations.

Self-efficacy (Effect size .92)

Self-efficacy refers to the set of beliefs students hold about their ability to complete a particular task.

Through our study of Carol Dweck's research on Growth Mindsets, our staff understands the importance of developing a growth mindset within our students and staff. Teachers and support staff know that it is important to compliment the process of learning so that students know that their talents, intelligence and abilities can be developed with effort and can change over time. When students have a growth mindset, they believe that when work gets challenging, they will be able to work through it successfully with enough effort.

During our 2018-19 math cycles, our grade level teams studied the work of Jo Boaler in her book, Mathematical Mindsets. After our study, we created a list of beliefs about our math instruction to ensure students would be supported in their beliefs about learning mathematics.

Transfer Strategies (Effect size .86)

"Transfer learning [is] the point at which students take their consolidated knowledge and skills and apply what they know to new scenarios and different contexts. It is also a time when students are able to think metacognitively, reflecting on their own learning and understanding." - Hattie, Fisher and Frey (Visible Learning for Mathematics, 2017)

We recognize the importance of teaching to the level of transfer for students. Although we have begun some surface level conversations regarding this strategy, we look forward to spending significant time in our cycles of learning with staff to study this in detail and practice it together in classrooms during our staff cycles and labs.

Repeated Reading (Effect size .75)

Repeated reading is the practice of having a student read the same text over and over until their reading is fluent and error-free.

When students show that they need help with accuracy and fluency on their DRA assessments, we use repeated reading strategies to help them. We have trained our middle school students who enroll to be peer tutors how to use the Neurological Impress Method to read with younger students. This research based method has been shown to increase a student's reading by 2 levels in fluency and accuracy for each 7.5 hours of joint reading at the student's instructional level. We have also trained all students from CSUCI who observe and help in our classrooms how to do this method and teachers provide time for them to work with students 1:1. At our Parent Education Nights for reading, we taught parents how to use this method at home.

Concept Mapping (Effect size .64)

Concept maps help to uncover students' mental models of a topic in a non-linear way.

This year, teachers studied the thinking routine, Generate-Sort-Connect from Project Zero, Harvard Graduate School of Education. This routine activates prior knowledge and helps students to generate ideas about a topic. It also facilitates making connections among ideas and concepts. UPCS Teachers practiced this routine during a staff meeting and we will be implementing it during faculty learning cycles for further classroom use in the near future.

Parental Engagement

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

Family, school, and community resources available to assist under-achieving students include: The Parent Project (facilitated by the Camarillo Police Department), Triple P Parenting Classes, Boys & Girls Club homework support, Camarillo library homework support, Interface Family Services, School Resource Officer, school counselors, Student Attendance Review Board, intervention specialists, primary hour, and a variety of clubs and sports to increase student connectedness.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Through participation in the UPCS Board of Directors, School Site Councils, English Language Acquisition Committee meetings, and advisory meetings, stakeholders are involved in the planning, implementation, and evaluation of consolidated application programs.

Funding

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

Title I
Intervention teachers to target learning loss for students principally focused on ELs, homeless, foster, low-income, and students with exceptional needs. Intervention teachers will pull students during the school day for small group assistance focused on specific skills.

Intervention opportunities after school and during intercession to provide assistance to students who are struggling academically and/or suffering from learning loss. Services will principally be focused on ELs, homeless, foster, low-income, and students with exceptional needs.

Summer School Program to mitigate learning loss principally focused on ELs, homeless, foster, low-income, and students with exceptional needs.

Title II
Extra Duty Pay for teachers on Curriculum Council to develop distance learning plan for the school and design and prepare the 5 days of professional development for teachers and staff

Online Learning Platform for teachers/staff to support distance learning

New Teacher Induction

Additional services for English Learners (Title III Funding) after school and during intersession

Title IV
Techology support

Fiscal support (EPC)

UPCS receives funding in accordance with the California Local Control Funding Formula (LCFF). UPCS also receives a small amount of concentration LCFF funding as well as supplemental funds to address the needs of socioeconomically disadvantaged students. Services provided through supplemental funds are provided in proportion to the unduplicated students percentage. Low Socio-Economic, English Learners, Foster Youth and Homeless Youth. In accordance with ESSA, the school receives Title I, Title II, Title III, and Title IV funds.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council meets monthly. On January 26, 2021 the SSC met to review, discuss, plan and amend the SPSA. The SSC met again on February 23, 2021 to approve the SPSA. The SSC will meets throughout the school year to review, adjust, and ensure compliance with the SPSA. The SPSA was presented to members ELAC and the School Board during the month of February 2021.

Resource Inequities

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

This school year, due to the pandemic, has focused on very specific inequities. We have used the other sources of federal assistance to upgrade our technology and provide hotspots etc to families that lack the resources to particpate in distance learning. We have used federal funds to support new teachers to gain highly qualified status according to ESSA. Funds have been used to give teachers skills to engage the reluctant learners in the digital format. Summer school helped to fill some learning gaps created by the school closure from March 2020 to June 2020.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.18%	1.1%	1.11%	9	8	8
African American	2.88%	2.89%	3.32%	22	21	24
Asian	1.44%	1.38%	1.39%	11	10	10
Filipino	2.49%	2.62%	2.49%	19	19	18
Hispanic/Latino	71.82%	70.94%	70.78%	548	515	511
Pacific Islander	1.05%	0.28%	0.42%	8	2	3
White	17.17%	19.01%	18.84%	131	138	136
Multiple/No Response	%	%	1.66%			0
			Total Enrollment	763	726	722

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	82	80	80
Grade 1	86	80	84
Grade 2	81	79	82
Grade3	86	77	78
Grade 4	81	83	75
Grade 5	81	79	80
Grade 6	92	81	82
Grade 7	88	87	76
Grade 8	86	80	85
Total Enrollment	763	726	722

Conclusions based on this data:

1. Our school moved locations in 2018, which led to a reduction in enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	147	125	91	19.3%	17.2%	12.6%
Fluent English Proficient (FEP)	102	97	116	13.4%	13.4%	16.1%
Reclassified Fluent English Proficient (RFEP)	25	17	42	16.3%	11.6%	33.6%

Conclusions based on this data:

1. We have seen a significant change to our English Learner count over the past three years. We believe this may be do to redesignation rates.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	85	77	78	84	77	78	84	77	100	98.8	100
Grade 4	79	80	84	78	79	84	78	79	84	98.7	98.8	100
Grade 5	87	82	82	85	80	81	85	80	81	97.7	97.6	98.8
Grade 6	87	90	82	87	89	80	86	89	80	100	98.9	97.6
Grade 7	87	89	90	87	89	89	87	89	89	100	100	98.9
Grade 8	87	84	82	86	84	80	86	84	80	98.9	100	97.6
All Grades	505	510	497	501	505	491	500	505	491	99.2	99	98.8

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2396.	2408.	2398.	15.38	17.86	10.39	14.10	22.62	27.27	38.46	27.38	32.47	32.05	32.14	29.87
Grade 4	2430.	2448.	2460.	12.82	10.13	25.00	15.38	36.71	22.62	25.64	22.78	20.24	46.15	30.38	32.14
Grade 5	2499.	2482.	2503.	14.12	15.00	14.81	38.82	23.75	35.80	23.53	32.50	28.40	23.53	28.75	20.99
Grade 6	2531.	2521.	2535.	13.95	6.74	20.00	33.72	47.19	28.75	38.37	21.35	33.75	13.95	24.72	17.50
Grade 7	2571.	2562.	2569.	21.84	11.24	13.48	43.68	47.19	47.19	16.09	23.60	28.09	18.39	17.98	11.24
Grade 8	2554.	2584.	2576.	9.30	22.62	13.75	36.05	33.33	41.25	36.05	33.33	28.75	18.60	10.71	16.25
All Grades	N/A	N/A	N/A	14.60	13.86	16.29	30.80	35.45	34.01	29.60	26.73	28.51	25.00	23.96	21.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.10	22.62	15.58	48.72	40.48	57.14	37.18	36.90	27.27
Grade 4	17.95	10.13	22.62	48.72	63.29	46.43	33.33	26.58	30.95
Grade 5	21.18	17.50	20.99	55.29	53.75	54.32	23.53	28.75	24.69
Grade 6	10.47	17.98	17.50	72.09	49.44	50.00	17.44	32.58	32.50
Grade 7	33.33	19.10	25.84	45.98	58.43	53.93	20.69	22.47	20.22
Grade 8	16.28	27.38	27.50	54.65	51.19	47.50	29.07	21.43	25.00
All Grades	19.00	19.21	21.79	54.40	52.67	51.53	26.60	28.12	26.68

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.97	13.10	5.19	47.44	48.81	61.04	43.59	38.10	33.77
Grade 4	15.38	20.25	17.86	38.46	50.63	48.81	46.15	29.11	33.33
Grade 5	20.00	17.50	25.93	52.94	45.00	50.62	27.06	37.50	23.46
Grade 6	20.93	14.61	21.25	56.98	57.30	60.00	22.09	28.09	18.75
Grade 7	36.78	31.46	24.72	43.68	48.31	65.17	19.54	20.22	10.11
Grade 8	17.44	27.38	22.50	58.14	53.57	62.50	24.42	19.05	15.00
All Grades	20.20	20.79	19.76	49.80	50.69	58.04	30.00	28.51	22.20

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	14.29	14.29	61.54	70.24	71.43	23.08	15.48	14.29
Grade 4	11.54	8.86	19.05	58.97	72.15	65.48	29.49	18.99	15.48
Grade 5	21.18	6.25	13.58	62.35	71.25	74.07	16.47	22.50	12.35
Grade 6	20.93	10.11	13.75	73.26	77.53	75.00	5.81	12.36	11.25
Grade 7	16.09	12.36	12.36	68.97	82.02	78.65	14.94	5.62	8.99
Grade 8	15.12	21.43	17.50	74.42	65.48	75.00	10.47	13.10	7.50
All Grades	16.80	12.28	15.07	66.80	73.27	73.32	16.40	14.46	11.61

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.82	17.86	9.09	55.13	52.38	54.55	32.05	29.76	36.36
Grade 4	8.97	16.46	20.24	53.85	60.76	52.38	37.18	22.78	27.38
Grade 5	22.35	17.50	24.69	61.18	55.00	53.09	16.47	27.50	22.22
Grade 6	27.91	16.85	36.25	56.98	60.67	56.25	15.12	22.47	7.50
Grade 7	32.18	32.58	37.08	50.57	53.93	51.69	17.24	13.48	11.24
Grade 8	19.77	35.71	27.50	53.49	53.57	55.00	26.74	10.71	17.50
All Grades	21.00	22.97	26.07	55.20	56.04	53.77	23.80	20.99	20.16

Conclusions based on this data:

1. We do not have recent data due to the pandemic.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	85	77	78	85	77	78	85	77	100	100	100
Grade 4	79	80	84	78	79	84	78	79	84	98.7	98.8	100
Grade 5	87	82	82	85	81	81	85	81	81	97.7	98.8	98.8
Grade 6	87	90	82	87	90	81	87	90	81	100	100	98.8
Grade 7	87	89	90	87	89	89	87	89	89	100	100	98.9
Grade 8	87	84	82	86	84	80	86	84	80	98.9	100	97.6
All Grades	505	510	497	501	508	492	501	508	492	99.2	99.6	99

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

Grade Level	Overall Achievement for All Students																	
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2410.	2430.	2411.	10.26	18.82	6.49	23.08	23.53	28.57	38.46	31.76	35.06	28.21	25.88	29.87
Grade 4	2443.	2447.	2467.	6.41	8.86	13.10	23.08	22.78	28.57	38.46	35.44	34.52	32.05	32.91	23.81
Grade 5	2499.	2476.	2496.	17.65	7.41	19.75	21.18	20.99	12.35	35.29	30.86	35.80	25.88	40.74	32.10
Grade 6	2519.	2507.	2496.	12.64	11.11	9.88	22.99	26.67	11.11	36.78	30.00	45.68	27.59	32.22	33.33
Grade 7	2527.	2531.	2542.	12.64	11.24	20.22	21.84	23.60	19.10	34.48	35.96	37.08	31.03	29.21	23.60
Grade 8	2537.	2556.	2550.	17.44	19.05	17.50	15.12	23.81	21.25	29.07	20.24	23.75	38.37	36.90	37.50
All Grades	N/A	N/A	N/A	12.97	12.80	14.63	21.16	23.62	20.12	35.33	30.71	35.37	30.54	32.87	29.88

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	28.24	22.08	43.59	36.47	40.26	41.03	35.29	37.66
Grade 4	16.67	12.66	21.43	26.92	37.97	41.67	56.41	49.37	36.90
Grade 5	27.06	13.58	20.99	29.41	33.33	25.93	43.53	53.09	53.09
Grade 6	18.39	17.78	12.35	42.53	38.89	37.04	39.08	43.33	50.62
Grade 7	13.79	19.10	22.47	44.83	35.96	39.33	41.38	44.94	38.20
Grade 8	17.44	22.62	22.50	36.05	32.14	33.75	46.51	45.24	43.75
All Grades	18.16	19.09	20.33	37.33	35.83	36.38	44.51	45.08	43.29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	21.79	28.24	12.99	44.87	42.35	51.95	33.33	29.41	35.06
Grade 4	7.69	18.99	14.29	50.00	46.84	58.33	42.31	34.18	27.38
Grade 5	16.47	6.17	19.75	49.41	46.91	46.91	34.12	46.91	33.33
Grade 6	14.94	16.67	8.64	48.28	43.33	41.98	36.78	40.00	49.38
Grade 7	20.69	22.47	20.22	47.13	49.44	57.30	32.18	28.09	22.47
Grade 8	23.26	27.38	21.25	43.02	48.81	50.00	33.72	23.81	28.75
All Grades	17.56	20.08	16.26	47.11	46.26	51.22	35.33	33.66	32.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	14.10	31.76	10.39	62.82	43.53	64.94	23.08	24.71	24.68
Grade 4	15.38	11.39	22.62	41.03	46.84	51.19	43.59	41.77	26.19
Grade 5	12.94	8.64	16.05	64.71	49.38	55.56	22.35	41.98	28.40
Grade 6	14.94	11.11	8.64	42.53	56.67	45.68	42.53	32.22	45.68
Grade 7	17.24	14.61	19.10	52.87	52.81	49.44	29.89	32.58	31.46
Grade 8	11.63	16.67	12.50	55.81	57.14	57.50	32.56	26.19	30.00
All Grades	14.37	15.75	15.04	53.29	51.18	53.86	32.34	33.07	31.10

Conclusions based on this data:

1. We do not have recent data due to the pandemic.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade K	1458.0	*	1476.3	*	1415.4	*	16	10
Grade 1	1496.9	1445.9	1491.3	1463.2	1502.0	1428.2	18	13
Grade 2	1496.8	*	1518.2	*	1475.0	*	24	8
Grade 3	1505.9	1486.8	1513.7	1481.8	1497.6	1491.4	19	13
Grade 4	1514.7	1525.6	1515.1	1533.6	1513.6	1517.2	18	14
Grade 5	1534.5	1570.0	1534.5	1584.2	1533.7	1555.2	19	13
Grade 6	*	1575.1	*	1604.4	*	1545.3	*	17
Grade 7	*	*	*	*	*	*	*	7
Grade 8	*	*	*	*	*	*	*	*
All Grades							131	98

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	68.75	*	*	*		*		*	16	*
1	77.78	0.00	*	46.15	*	38.46	*	15.38	18	13
2	58.33	*	*	*	*	*	*	*	24	*
3	*	15.38	78.95	23.08	*	46.15	*	15.38	19	13
4	*	28.57	61.11	50.00	*	7.14	*	14.29	18	14
5	*	61.54	*	30.77		7.69	*	0.00	19	13
6	*	41.18	*	35.29		17.65	*	5.88	*	17
7	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	43.51	26.53	42.75	41.84	*	21.43	*	10.20	131	98

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	81.25	*	*	*		*		*	16	*
1	77.78	30.77	*	30.77	*	30.77	*	7.69	18	13
2	83.33	*	*	*		*	*	*	24	*
3	68.42	15.38	*	53.85	*	15.38		15.38	19	13
4	*	71.43	*	14.29		7.14		7.14	18	14
5	73.68	84.62	*	15.38		0.00	*	0.00	19	13
6	*	64.71	*	17.65		11.76	*	5.88	*	17
7	*	*		*		*	*	*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	69.47	53.06	23.66	26.53	*	12.24	*	8.16	131	98

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	16	*
1	*	0.00	*	7.69	*	69.23	*	23.08	18	13
2	*	*	*	*	*	*	*	*	24	*
3		15.38	*	7.69	*	46.15	*	30.77	19	13
4		7.14	66.67	35.71	*	35.71	*	21.43	18	14
5	*	15.38	57.89	46.15	*	30.77	*	7.69	19	13
6	*	11.76	*	35.29	*	41.18	*	11.76	*	17
7	*	*		*	*	*	*	*	*	*
8	*	*	*	*		*	*	*	*	*
All Grades	22.90	9.18	36.64	27.55	22.90	44.90	17.56	18.37	131	98

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	81.25	*	*	*		*	16	*
1	77.78	53.85	*	38.46	*	7.69	18	13
2	54.17	*	45.83	*		*	24	*
3	*	7.69	84.21	69.23		23.08	19	13
4	*	50.00	61.11	35.71	*	14.29	18	14
5	*	30.77	*	69.23	*	0.00	19	13
6	*	35.29	*	47.06	*	17.65	*	17
7	*	*	*	*	*	*	*	*
All Grades	46.56	31.63	45.04	57.14	8.40	11.22	131	98

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	81.25	*	*	*		*	16	*
1	72.22	38.46	*	38.46	*	23.08	18	13
2	91.67	*	*	*	*	*	24	*
3	89.47	53.85	*	46.15		0.00	19	13
4	100.00	57.14		35.71		7.14	18	14
5	94.74	92.31		7.69	*	0.00	19	13
6	*	82.35	*	11.76		5.88	*	17
All Grades	86.26	60.20	9.92	30.61	*	9.18	131	98

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	81.25	*		*	16	*
1	*	7.69	*	53.85	*	38.46	18	13
2	45.83	*	*	*	*	*	24	*
3		15.38	*	38.46	*	46.15	19	13
4		7.14	77.78	64.29	*	28.57	18	14
5	*	38.46	68.42	53.85	*	7.69	19	13
6	*	11.76	*	47.06	*	41.18	*	17
8	*	*	*	*	*	*	*	*
All Grades	24.43	13.27	50.38	56.12	25.19	30.61	131	98

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	16	*
1	*	0.00	*	76.92		23.08	18	13
2	*	*	75.00	*	*	*	24	*
3	*	15.38	73.68	84.62	*	0.00	19	13
4	*	21.43	*	64.29	*	14.29	18	14
5	*	7.69	*	84.62	*	7.69	19	13
6	*	52.94	*	47.06	*	0.00	*	17
7	*	*	*	*	*	*	*	*
All Grades	32.82	22.45	58.78	67.35	8.40	10.20	131	98

Conclusions based on this data:

1. We do not have recent data due to the pandemic.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
726	**51.9**	**17.2**	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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	125	17.2
Homeless	34	4.7
Socioeconomically Disadvantaged	377	51.9
Students with Disabilities	64	8.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	2.9
American Indian	8	1.1
Asian	10	1.4
Filipino	19	2.6
Hispanic	515	70.9
Two or More Races	13	1.8
Pacific Islander	2	0.3
White	138	19.0

Conclusions based on this data:

1. We do not have recent data due to the pandemic.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		

Conclusions based on this data:

1. We do not have recent data due to the pandemic.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	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 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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
3 points below standard	41 points below standard	0 Students
Increased ++4.5 points	Increased ++3.1 points	
474	128	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
37.2 points below standard	25.6 points below standard	72.8 points below standard
Increased Significantly ++28.2 points	Increased ++8.2 points	Maintained ++0.8 points
19	259	61

2019 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
4.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	37.7 points above standard
Increased ++12.1 points			Maintained -2.2 points
	6	9	
14			14

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
15.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	35.3 points above standard
Increased ++4.4 points			Increased ++11.8 points
	9	1	
345			76

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70.1 points below standard	14.6 points below standard	9.5 points above standard
Increased Significantly ++16.4 points	Declined Significantly -18.6 points	Increased ++7.2 points
61	67	313

Conclusions based on this data:

1. We do not have recent data due to the pandemic.

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 — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	2	1	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
31.6 points below standard	60.5 points below standard	
Maintained ++1.2 points	Maintained ++0.2 points	
474	128	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
54.6 points below standard	52.3 points below standard	109.6 points below standard
Increased Significantly ++21 points	Increased ++8.9 points	Maintained 0 points
19	259	61

2019 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
60.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	22.5 points above standard
Increased ++3.7 points			Increased Significantly ++23.3 points
14	6	9	14

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
43.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.1 points above standard
Maintained ++1.3 points			Maintained ++2.7 points
345	9	1	76

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.8 points below standard	35.6 points below standard	22 points below standard
Increased ++3.8 points	Declined -10.1 points	Maintained ++1.8 points
61	67	313

Conclusions based on this data:

1. We do not have recent data due to the pandemic.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
48.8 making progress towards English language proficiency
Number of EL Students: 82
Performance Level: Medium
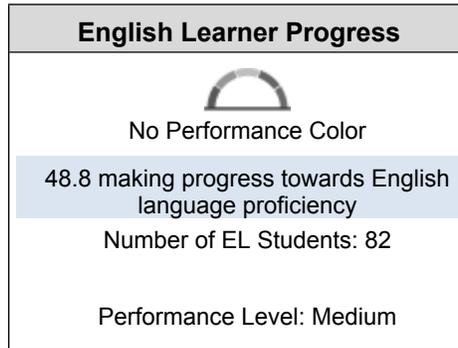
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.3	26.8	10.9	37.8

Conclusions based on this data:

1. This does not reflect recent data.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

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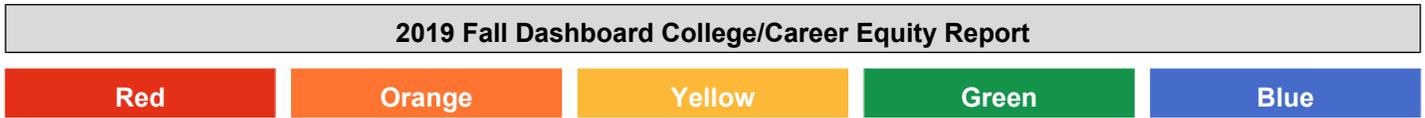
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

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

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	4	0	0
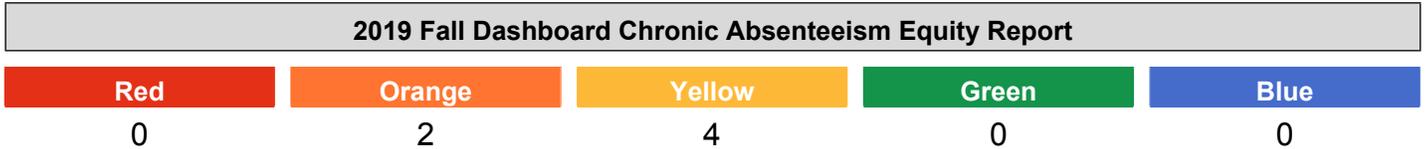
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
5.7	4.5	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	Increased +1.9	0
753	132	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Yellow
13.9	8.4	5.7
Increased +2.5	Maintained 0	Maintained -0.1
36	406	88

2019 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	Less than 11 Students - Data Not Displayed for Privacy	9.1	0
Declined -4.5	9	Increased +9.1	Declined -5.3
22		11	21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
5.8	0	Less than 11 Students - Data Not Displayed for Privacy	5.7
Maintained +0.1	Maintained 0	4	Increased +1.2
532	13		141

Conclusions based on this data:

1. This does not reflect recent data.

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.

2019 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
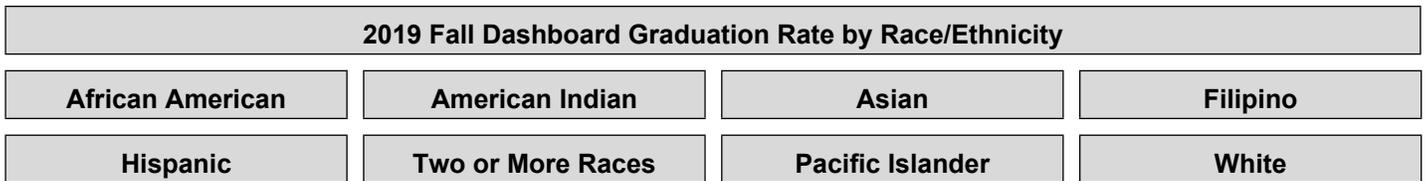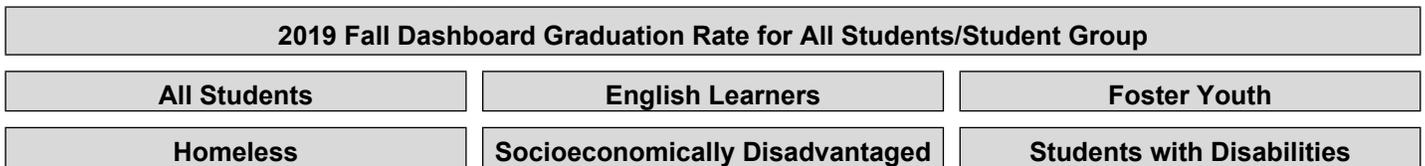
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

| 2018	2019

Conclusions based on this data:

1.
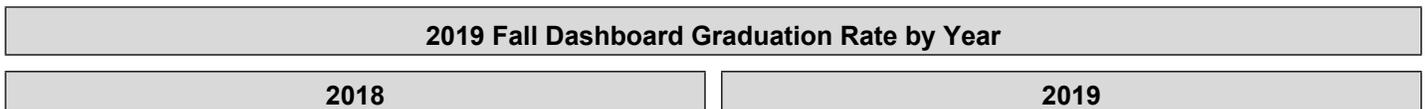
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	3
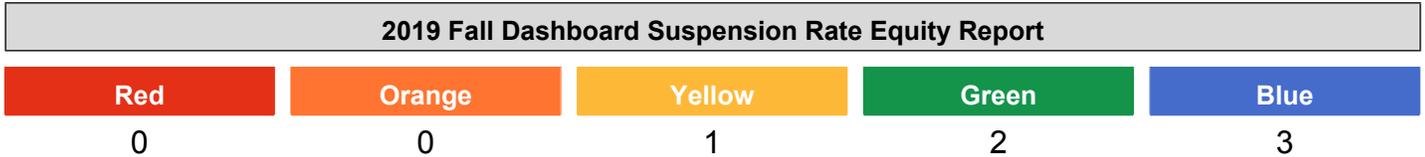
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Blue	Green	
0.8	0.7	
Declined Significantly -2.2	Declined -2.5	
764	135	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Blue	Yellow
2.8	1	1.1
Declined -2.6	Declined Significantly -2.4	Maintained 0
36	411	88

2019 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	Less than 11 Students - Data Not Displayed for Privacy 9	0	9.5
Declined -4.5		Maintained 0	Increased +4.3
22		11	21

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
0.6	7.1	Less than 11 Students - Data Not Displayed for Privacy 4	0
Declined Significantly -2.9	Increased +7.1		Declined -0.7
541	14		142

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3	0.8

Conclusions based on this data:

1. The school will continue to implement restorative justice practices.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1 Student Achievement

Goal 1

Student Achievement will increase in the core academic areas.

Identified Need

Data shows that students in underserved subgroups underperform those not in underserved subroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	43.35% Positive Movement	47% Positive Movement
CAASPP	2017-2018 Scores MATH Actual Change from16/17 Overall – MET/EXCEED 49% +2.29% 3 – MET/EXCEED 42% +4% 4 – MET/EXCEED 32% -3% 5 – MET/EXCEED 28.44% -16% 6 – MET/EXCEED 38% -2% 7 – MET/EXCEED 35% -4% 8 – MET/EXCEED 43% +5 ELA Actual Change from 16/17 Overall - MET/EXCEED 49.31% +3.91% 3 – MET/EXCEED 40% +11% 4 – MET/EXCEED 47% +19% 5 – MET/EXCEED 39% -8%	5% Increase from 17-18 scores

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6 – MET/EXCEED 54% +6.26 7 – MET/EXCEED 58% -7% 8 – MET/EXCEED 56% +11%	
Local Assessments	86% of student working below grade level in ELA showed improvement. 22% of those students did improve to grade level. 80% of students working below grade level in Math showed improvement. 14% of those students improved to grade level standards.	50% of students in K-8 will make their targeted growth in ELA on the NWEA assessment. 50% of students in K-8 will make their targeted growth in Math on the NWEA assessment.
Five-by-Five Progress Indicators	Waiting on the Fall 2018 fall indicators	Postivie Movement in each indicator that was orange or red on the Fall 2018 5X5 state progress indicators

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income, all students performing below grade level standards

Strategy/Activity

During, after/before school, or during intersessions targeted intervention and homework help for students with academic deficits in core academic areas. Services will principally serve students in subgroups LI, EL, FY, and special education.

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

Amount(s)   Source(s)

121,000	Title I
	None Specified
	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide CCSS aligned supplemental programs to support differentiation (intervention and extension) in English Language Arts,and English Language Development.

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

| Amount(s) | Source(s) |
| 10,410 | Title III |

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income and student performing below grade level

Strategy/Activity

Summer School

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

| Amount(s) | Source(s) |
| 24,000 | Title I |

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

supplies to support distance learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,500	Other

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Books for the digital library

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

Amount(s)	Source(s)
3,000	Title I

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teacher and Staff Professional Developement to support digital and hybrid learning and school safety

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

Amount(s)	Source(s)
20,517	Title II Part A: Improving Teacher Quality
17,000	Other

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Online Learning Platform for staff

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

Amount(s)	Source(s)
1,500	Title II Part A: Improving Teacher Quality

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Provide CCSS aligned supplemental software programs/apps to support differentiation (intervention and extension) in Math and language arts

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

Amount(s)	Source(s)
48,190	Other

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, and Low Income - LEA Wide

Strategy/Activity

Distance Learning Supervision

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

Amount(s)	Source(s)
291,000	LCFF - Supplemental
59,263.78	Other

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Data system to store student data

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

Amount(s)

Amount(s)	Source(s)
3,000	Other

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, and Low Income - LEA Wide

Strategy/Activity

Technology replacements and new equipment needed for distance learning

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

Amount(s)	Source(s)
218,567	Other
10,835	Title IV

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain a push-in math teacher to work in classrooms that have more than 1 grade level.

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

Amount(s)	Source(s)
60,000	Other

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Aides to assist in online learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19,400	Other
130,616	LCFF - Supplemental

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher support staff to assist all teachers and support new teachers as mentors

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
173,500	LCFF - Supplemental

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Materials to support safety so students can return to in-person learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,157	Other

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

This section will be addressed in the LCAP annual review for 19-20

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

This section will be addressed in the LCAP annual review for 19-20

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.

This section will be addressed in the LCAP annual review for 19-20

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$195,443.46
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,252,455.78

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$148,000.00
Title II Part A: Improving Teacher Quality	$22,017.00
Title III	$10,410.00
Title IV	$10,835.00

Subtotal of additional federal funds included for this school: $191,262.00

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

State or Local Programs	Allocation ($)
LCFF - Supplemental	$595,116.00
Other	$466,077.78

Subtotal of state or local funds included for this school: $1,061,193.78

Total of federal, state, and/or local funds for this school: $1,252,455.78

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
Yessica Maldonado	Classroom Teacher
Kimberly Matthes	Classroom Teacher
Darbi Johnston	Classroom Teacher
Jennifer Aguilar	Parent or Community Member
Jessica Maiten	Parent or Community Member
Andre Vasquez	Parent or Community Member
Keely Bailey	Parent or Community Member
Loreina Santillan	Parent or Community Member
Suzy Maraboto	Other School Staff
Charmon Evans	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Charmon Evans on
	SSC Chairperson, Andre Vasquez on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019