



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
Summerville Elementary School	55724056054936	November 5, 2020	June 4, 2018

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.

Summerville Elementary School has identified specific and actionable measure to impact student learning outcomes and to help address student learning needs during the 2020-2021 school year. This School Plan for Student Achievement has been developed based off of the template of services that were implemented under the district's Local Control Accountability Plan. Goals and measurable outcomes were carried forward to provide continuity in learning during this school year. As the District works to develop the 2021-2024 Local Control Accountability Plan, this School Plan will be adjusted and revised to match the learning needs, measurements, goals, metrics, and measurable outcomes proposed.

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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).

Three different parent surveys have been conducted during the 2020-2021 school year, each geared toward understanding the impressions of parents and community members regarding the opening of school during the COVID pandemic and understanding the needs of the school regarding curriculum, learning loss, learning needs, and health and safety standards of the school. Each parent surveys was conducted online with the option for parents to submit paper forms as well as call the school to dictate answers. School staff members were provided similar surveys in order to understand their ideas and impressions. Data from the surveys were used to help inform the school's opening strategy. Key areas were prioritized into campus-wide school goals for the Learning Continuity and Attendance Plan approved by the school board in September 2020, and were further used to help substantiate planned goals for the 2021 District LCAP.

Classroom Observations

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

Evaluations consist of random classroom observations, pre-evaluation meetings which includes discussion on goals and objectives, a formal evaluation of lesson plan implementation and instruction, and a follow-up post evaluation meeting to discuss written evaluation of observation. Evaluations and observations are designed to encourage common instructional goals and to comply state evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every two to five years. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, and Developing as a Professional Educator. The Beginning Teacher Support and Training (Induction) program is required for new, credentialed teachers. Teachers who are not being formally evaluated are observed during random "walk-throughs" and are provided brief written feedback. An overview of campus-wide instructional goals and concerns are provided on teacher meeting days.

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)

TK-1 teachers use ESGI for primary assessments data. Grade 2-8 use STAR Reading and STAR Math, for reading skill assessment. Teachers continually evaluate assessments in order to improve student achievement. Third through 8th-grade teachers are using Smarter Balanced Interim Assessments to target student strength and weaknesses in English/Language Arts. All grade levels are assessing progress four times a year on specified dates.

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

Teacher collaboration time is used to monitor student progress on assessments; instruction is modified as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certified staff at Summerville Elementary meet all requirements for highly qualified teachers.

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

Substitute teachers are provided for teachers to participate in professional development provided by the local and trans-local county services.

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

The 2020-2021 School Calendar included seventeen one hour early dismissal days for professional development and teacher collaboration on common core curriculum and instructional strategies. Due to the COVID-19 Pandemic, the school calendar was flexed. School now releases at 1:30 pm each day. The extra time has provided extra time for working with Distance Learning Students, as well as grade-level and classroom collaboration.

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

Tuolumne County Superintendent of Schools Office provides continual instructional support for county teachers. Early release professional development days are used to collaborate on instructional strategies and assistance.

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

Two 60 minute teacher in-service days per month provide teachers with time for professional development and collaboration.

Teaching and Learning

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

Teachers attend professional development trainings on newly aligned Core curriculum content and instructional strategies.

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

Adherence to recommended instructional time is evaluated each school year. English/Language Arts and Math instruction adheres to recommended instructional minutes timeframe.

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

Reading intervention happens during the school day for 1st - 4th grades in Title I. After school remediation and tutoring provides intervention for targeted students in 1st-8th Reading/Language Arts and Math.

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

All students have standards-based instructional material available. Materials are made available through printed material and various activities are web-based.

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

Current California State Standard textbook adoption is enVision Math for K-5th and 6-8th will again use Big Math where all align with Common Core Standards. In ELA, teachers are supplementing instruction with Common Core recommended or approved materials: K-5th-Grades; Journeys and 6th-8th-Grades; StudySync. The Step Up 2 Writing program is available as supplemental ELA material for all K-8 teachers.

Opportunity and Equal Educational Access

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

1st-4th grade underperforming students receive Title I services for reading. During the school day, K-1 students are supported in core classes by teacher and instructional aide. Certified staff provide remediation and/or tutoring after school for underperforming students for K-8 students in ELA and/or Math.

Evidence-based educational practices to raise student achievement

Continued professional growth in research-based instructional strategies are reviewed during teacher in-service days.

Parental Engagement

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

Parent volunteers consistently assist in K-3 classrooms and K-8 extracurricular activities and field trips.

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)

Our School Site Council consists of five parents, three teachers, and two certified staff members. They have also become the stakeholder group for LCAP development. Strong parent involvement in our PTSA fundraisers helps provide financial support for our Arts-Reach teacher, student activities (e.g., Honor Roll bowling, 8th grade graduation awards and ribbons), and teacher classroom supplies.

Funding

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

Title I services are provided for 1st - 4th grade students who are struggling with grade level standards in reading. K-8 after school remediation is provided for all students who need it. Title VII funds provide instructional aide support to Native American Indians during the school day and after school until 6:00.

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

Annual goals and achievement data are shared with parents through the school site council, school district board meetings, and through the school's weekly Parent Communicator Newsletter. Parents are encouraged to provide feedback through digital means and in person when they are on campus. School surveys are regularly conducted to understand and assess parents concerns and understanding of the School Plan, Local Control Accountability Plan, and all other updates to school plans throughout the school year.

Resource Inequities

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

Needs assessment has not identified any resource inequities at the school. The school administration and district business office staff continually reassess this needs assessment to insure that newly identified needs that may arise during the school year. Parents, staff, and community members are encouraged to contact the school administration if they have any questions or see needs that are not being addressed at the school. The school works hard to ensure that all resource inequities are quickly identified and meet in order to best meet the learning needs of all Summerville Elementary students.

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	9.14%	8.31%	8.37%	36	34	34
African American	0.25%	0.733%	0.49%	1	3	2
Asian	0%	0%	0%	0	0	0
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	18.02%	15.40%	14.04%	71	63	57
Pacific Islander	0%	0.24%	0%	0	1	0
White	63.45%	65.28%	64.78%	250	267	263
Multiple/No Response	0.51%	0.733%	10.34%	2	3	8
Total Enrollment				394	409	406

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	58	45	63
Grade 1	31	39	47
Grade 2	56	34	39
Grade3	41	43	35
Grade 4	55	40	45
Grade 5	39	55	42
Grade 6	41	33	53
Grade 7	42	43	38
Grade 8	31	41	44
Total Enrollment	394	409	406

Conclusions based on this data:

1. Overall school enrollment has remained stable with no indications of major growth or decline. Some grade-levels have experienced slight decline and shifts. These have been offset by growth in other grade-levels.
2. Student group populations have remained relatively consistent and in line with historical numbers playing out year to year.
3. Larger county data suggest overall decline in student populations. The relatively stable enrollment numbers suggest the potential to maintain the school size over the course of the next few years.

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	1	1	2	0.25%	0.24%	0.5%
Fluent English Proficient (FEP)	6	8	3	1.52%	1.96%	0.7%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0%	0%	0%

Conclusions based on this data:

1. The school continues to have a small number of English Language Learners.
2. RFEP rates remain low. This may be due to low numbers or due to the procedures in place for the low numbers. More investigation is needed in this area.

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	52	43	48	51	42	45	51	42	45	98.1	97.7	93.8
Grade 4	42	58	44	38	57	43	38	57	43	90.5	98.3	97.7
Grade 5	40	39	57	39	38	56	39	38	56	97.5	97.4	98.2
Grade 6	50	41	36	49	38	33	49	38	33	98	92.7	91.7
Grade 7	34	43	46	34	42	45	34	42	45	100	97.7	97.8
Grade 8	46	31	44	44	29	41	44	29	41	95.7	93.5	93.2
All	264	255	275	255	246	263	255	246	263	96.6	96.5	95.6

* 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	2405.	2389.	2403.	7.84	7.14	13.33	27.45	11.90	15.56	35.29	42.86	35.56	29.41	38.10	35.56
Grade 4	2433.	2441.	2443.	15.79	10.53	16.28	23.68	28.07	25.58	15.79	26.32	16.28	44.74	35.09	41.86
Grade 5	2458.	2446.	2484.	2.56	7.89	12.50	30.77	21.05	33.93	25.64	18.42	25.00	41.03	52.63	28.57
Grade 6	2480.	2524.	2514.	12.24	18.42	12.12	20.41	34.21	39.39	22.45	21.05	18.18	44.90	26.32	30.30
Grade 7	2550.	2570.	2556.	11.76	11.90	15.56	41.18	45.24	46.67	26.47	33.33	15.56	20.59	9.52	22.22
Grade 8	2585.	2590.	2570.	13.64	13.79	9.76	52.27	51.72	39.02	18.18	20.69	39.02	15.91	13.79	12.20
All Grades	N/A	N/A	N/A	10.59	11.38	13.31	32.16	30.89	33.08	24.31	27.64	25.10	32.94	30.08	28.52

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	5.88	12.20	15.56	49.02	51.22	57.78	45.10	36.59	26.67
Grade 4	15.79	12.28	25.58	44.74	57.89	41.86	39.47	29.82	32.56
Grade 5	7.69	10.53	19.64	51.28	42.11	44.64	41.03	47.37	35.71
Grade 6	12.50	26.32	12.12	41.67	42.11	54.55	45.83	31.58	33.33
Grade 7	17.65	28.57	28.89	52.94	42.86	46.67	29.41	28.57	24.44
Grade 8	22.73	37.93	17.07	52.27	44.83	63.41	25.00	17.24	19.51
All Grades	13.39	20.00	20.15	48.43	47.76	50.95	38.19	32.24	28.90

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	7.84	4.88	4.44	68.63	56.10	62.22	23.53	39.02	33.33
Grade 4	18.42	8.77	11.63	47.37	64.91	51.16	34.21	26.32	37.21
Grade 5	12.82	18.42	16.07	56.41	39.47	60.71	30.77	42.11	23.21
Grade 6	14.29	28.95	21.21	34.69	42.11	54.55	51.02	28.95	24.24
Grade 7	35.29	28.57	28.89	47.06	59.52	51.11	17.65	11.90	20.00
Grade 8	34.09	31.03	19.51	54.55	62.07	68.29	11.36	6.90	12.20
All Grades	19.61	18.78	16.73	51.76	54.69	58.17	28.63	26.53	25.10

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	7.84	4.88	20.00	76.47	73.17	66.67	15.69	21.95	13.33
Grade 4	13.16	8.77	18.60	57.89	71.93	60.47	28.95	19.30	20.93
Grade 5	10.26	13.16	19.64	69.23	57.89	60.71	20.51	28.95	19.64
Grade 6	10.42	21.05	18.18	60.42	55.26	66.67	29.17	23.68	15.15
Grade 7	5.88	11.90	4.44	76.47	73.81	82.22	17.65	14.29	13.33
Grade 8	4.55	10.34	12.20	86.36	82.76	75.61	9.09	6.90	12.20
All Grades	8.66	11.43	15.59	71.26	68.98	68.44	20.08	19.59	15.97

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	19.61	7.32	11.63	50.98	53.66	39.53	29.41	39.02	48.84
Grade 4	28.95	15.79	9.30	36.84	52.63	55.81	34.21	31.58	34.88
Grade 5	5.13	10.53	16.07	51.28	36.84	57.14	43.59	52.63	26.79
Grade 6	20.83	34.21	18.18	35.42	47.37	60.61	43.75	18.42	21.21
Grade 7	26.47	33.33	31.11	50.00	61.90	46.67	23.53	4.76	22.22
Grade 8	31.82	37.93	24.39	52.27	44.83	53.66	15.91	17.24	21.95
All Grades	22.05	22.04	18.39	46.06	50.20	52.11	31.89	27.76	29.50

Conclusions based on this data:

1. Number of percentage of students testing continues to improve.
2. More focus is needed to improve scores in lowest category.
3. Top scores continue down and need attention. Mid-level scorers have shown growth.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52	43	48	51	42	45	51	42	45	98.1	97.7	93.8
Grade 4	42	58	44	38	57	43	38	57	43	90.5	98.3	97.7
Grade 5	40	39	57	39	38	56	39	38	56	97.5	97.4	98.2
Grade 6	50	41	36	49	40	33	49	40	33	98	97.6	91.7
Grade 7	34	43	46	34	42	43	34	42	43	100	97.7	93.5
Grade 8	46	31	44	44	29	40	44	29	40	95.7	93.5	90.9
All	264	255	275	255	248	260	255	248	260	96.6	97.3	94.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2420.	2406.	2407.	11.76	4.76	11.11	27.45	23.81	22.22	33.33	35.71	28.89	27.45	35.71	37.78
Grade 4	2471.	2455.	2455.	13.16	12.28	6.98	23.68	17.54	30.23	42.11	47.37	34.88	21.05	22.81	27.91
Grade 5	2486.	2456.	2470.	12.82	7.89	10.71	20.51	10.53	12.50	28.21	31.58	30.36	38.46	50.00	46.43
Grade 6	2501.	2516.	2512.	12.24	22.50	9.09	14.29	15.00	27.27	36.73	37.50	33.33	36.73	25.00	30.30
Grade 7	2518.	2529.	2515.	5.88	7.14	9.30	26.47	30.95	20.93	32.35	30.95	34.88	35.29	30.95	34.88
Grade 8	2554.	2541.	2554.	11.36	13.79	15.00	22.73	17.24	22.50	38.64	41.38	35.00	27.27	27.59	27.50
All Grades	N/A	N/A	N/A	11.37	11.29	10.38	22.35	19.35	21.92	35.29	37.90	32.69	30.98	31.45	35.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.49	14.29	27.27	29.41	42.86	29.55	45.10	42.86	43.18
Grade 4	34.21	19.30	20.93	31.58	38.60	41.86	34.21	42.11	37.21
Grade 5	23.08	10.53	19.64	30.77	31.58	19.64	46.15	57.89	60.71
Grade 6	14.29	27.50	12.12	28.57	30.00	42.42	57.14	42.50	45.45
Grade 7	17.65	21.43	18.60	38.24	38.10	32.56	44.12	40.48	48.84
Grade 8	18.18	10.34	25.00	40.91	48.28	42.50	40.91	41.38	32.50
All Grades	21.96	17.74	20.85	32.94	37.90	33.59	45.10	44.35	45.56

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	15.69	14.29	20.00	49.02	50.00	51.11	35.29	35.71	28.89
Grade 4	15.79	10.53	11.63	57.89	54.39	60.47	26.32	35.09	27.91
Grade 5	15.38	7.89	12.50	46.15	39.47	46.43	38.46	52.63	41.07
Grade 6	14.29	20.00	9.09	55.10	47.50	57.58	30.61	32.50	33.33
Grade 7	11.76	14.29	23.26	52.94	57.14	39.53	35.29	28.57	37.21
Grade 8	18.18	13.79	7.50	54.55	55.17	57.50	27.27	31.03	35.00
All Grades	15.29	13.31	14.23	52.55	50.81	51.54	32.16	35.89	34.23

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	17.65	11.90	18.18	62.75	47.62	61.36	19.61	40.48	20.45
Grade 4	18.42	17.54	23.26	57.89	42.11	39.53	23.68	40.35	37.21
Grade 5	10.26	5.26	8.93	51.28	50.00	46.43	38.46	44.74	44.64
Grade 6	14.29	20.00	9.09	46.94	37.50	54.55	38.78	42.50	36.36
Grade 7	2.94	9.52	4.65	70.59	71.43	69.77	26.47	19.05	25.58
Grade 8	15.91	10.34	15.00	56.82	68.97	60.00	27.27	20.69	25.00
All Grades	13.73	12.90	13.13	57.25	51.61	54.83	29.02	35.48	32.05

Conclusions based on this data:

1. Top three categories went down while lowest went up.
2. Focus on remediation is important to help the most struggling learners.
3. Overall scores remain static based on year to year analysis, potentially suggesting that new strategies are needed to help support school-wide gains.

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		*		*		*		*
All Grades								*

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

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
All Grades		*		*		*		*		*

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
All Grades		*		*		*		*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Conclusions based on this data:

1. Data is not reported on this area due to the significantly low number of testers each year.

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
409	46.5	0.2	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	0.2
Foster Youth	2	0.5
Homeless	34	8.3
Socioeconomically Disadvantaged	190	46.5
Students with Disabilities	56	13.7





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7%
American Indian	34	8.3%
Asian	0	0%
Filipino	0	0%
Hispanic	63	15.4%
Two or More Races	38	9.3%
Pacific Islander	1	0.2%
White	267	65.3%

Conclusions based on this data:

1. Numbers in enrollment and student population remain stable and consistent with previous years' data.
2. Homeless numbers have significantly increased from 3 years ago. Individual student and family cases need to be investigated to help provide more support.
3. SED numbers appear to be lower than what is perceived based on other school data.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. Improvement strategies are need to address math scores.
2. Improvement strategies are need to continue to improve scores in ELA.
3. An overall school strategy is needed to address Chronic Absenteeism metric.

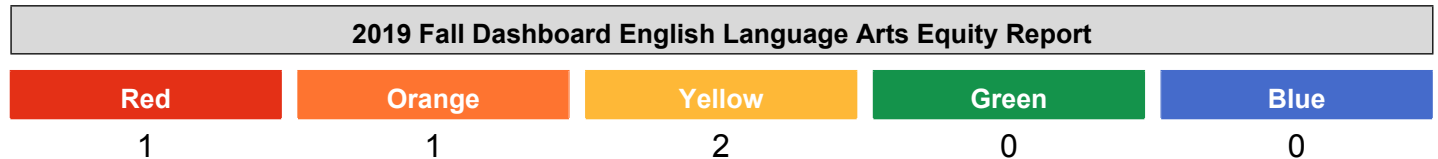
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 12.8 points below standard Increased ++4.5 points 249	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 45.9 points below standard Declined -14 points 14	 Orange 31.1 points below standard Maintained ++2.1 points 112	 Red 94.6 points below standard Maintained -2.2 points 42

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 42.3 points below standard Declined -13.2 points 25	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 20.5 points below standard Increased ++10.5 points 42	 No Performance Color 8.3 points below standard Declined -9.2 points 23	 No Performance Color 0 Students	 Yellow 6.9 points below standard Increased ++7 points 156

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
0 Students	Less than 11 Students - Data Not Displayed for Privacy 1	12.6 points below standard Increased ++5 points 244

Conclusions based on this data:

1. Due to low numbers, some areas are not reported to protect student identify.
2. SED ELA student scores indicate students are in need of more support.
3. SPED ELA student scores are significantly low. More support and new strategies are needed.

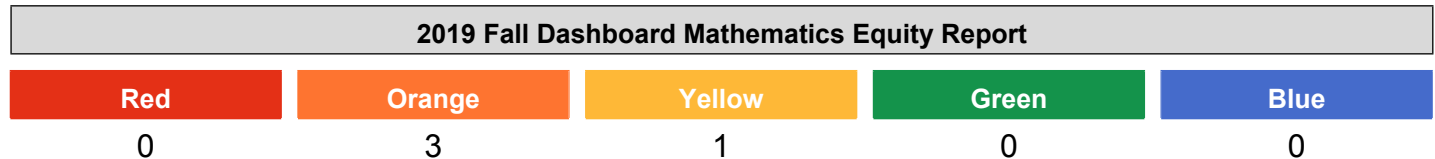
School and Student Performance Data

Academic Performance Mathematics







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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 38.2 points below standard Maintained -0.4 points 247	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 69.1 points below standard Declined Significantly -28 points 14	Socioeconomically Disadvantaged  Orange 56.9 points below standard Maintained -0.2 points 112	Students with Disabilities  Orange 114.9 points below standard Increased ++8.2 points 42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 83 points below standard Declined Significantly -21.2 points 25		
Hispanic	Two or More Races	Pacific Islander	White
 Orange 55.2 points below standard Declined -3.5 points 42	 No Performance Color 31.1 points below standard Declined Significantly -20.5 points 23		 Yellow 25.7 points below standard Increased ++7 points 154

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
	Less than 11 Students - Data Not Displayed for Privacy 1	37.2 points below standard Maintained ++1.1 points 242

Conclusions based on this data:

- Math scores for specific student populations appear to be higher for some than ELA scores.
- Strategies used for math instruction need to be better understood to help to continue to support small gains experienced in this subject.

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
	making progress towards English language proficiency
	Number of EL Students: Performance Level:

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

Conclusions based on this data:

1. Data is not reported in this section due to low number of students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	3	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
 Orange 15.3 Increased +1.3 425	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 36.4 Increased +8.2 44	 Red 22.2 Increased Significantly +4.2 212	 Yellow 14.1 Declined -4.7 64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  Orange 23.5 Declined -4.2 34	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Yellow 16.2 Declined -0.7 68	Two or More Races  Yellow 12.8 Declined -1.1 39	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Orange 14.3 Increased +2.9 280

Conclusions based on this data:

1. Student average daily attendance continues to trend down. Daily attendance rates needs a school-wide strategy to increase improvement.
2. Working attendance data for this school continues to be low and show signs of low average daily attendance each day. a school-wide strategy is need to see improvements.

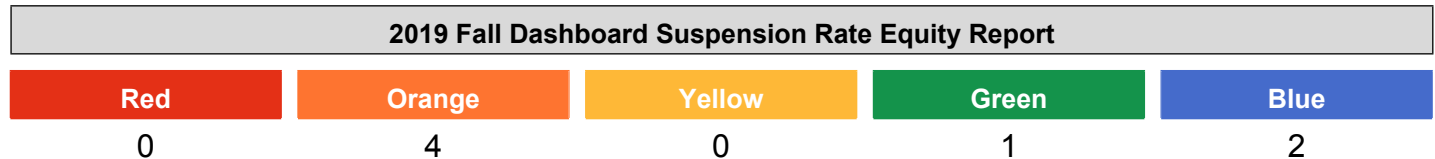
School and Student Performance Data

Conditions & Climate Suspension Rate







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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange <div style="background-color: #d9e1f2; padding: 5px; text-align: center;">1.6</div> Increased +0.9 438	English Learners  No Performance Color Less than 11 Students - Data Not 1	Foster Youth  No Performance Color Less than 11 Students - Data Not 4
Homeless  Orange <div style="background-color: #d9e1f2; padding: 5px; text-align: center;">4.3</div> Increased +4.3 46	Socioeconomically Disadvantaged  Orange <div style="background-color: #d9e1f2; padding: 5px; text-align: center;">2.7</div> Increased +1.4 221	Students with Disabilities  Green <div style="background-color: #d9e1f2; padding: 5px; text-align: center;">1.5</div> Declined -1.6 67

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 Blue 0 Maintained 0 34		
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.4 Increased +1.4 70	 Blue 0 Maintained 0 41	 No Performance Color Less than 11 Students - Data 1	 Orange 2.1 Increased +1 289

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	1.6

Conclusions based on this data:

1. Suspension rates have sustained from year to year.
2. Overall suspension rates are low for the school.
3. Positive behavior strategies have greatly increased student daily engagement and overall reported discipline at the school level.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math & ELA Common Core Standards Implementation

LEA/LCAP Goal

District will offer staff development to teachers in common core instructional strategies.

Goal 1

Provide professional development in Math and ELA Common Core Content Standards, curriculum, and instructional strategies.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

(1) Seventeen one hour early release days are scheduled for teacher collaboration and training in Common Core Math or English Language Arts implementation, evaluation of student assessments, and/or instructional strategies.

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)

20112

Source(s)

LCFF - Supplemental

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

(2) If funding increases, training will be available from the TCSOS office.

Money needed to cover costs of substitutes.

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)

3000

Source(s)

S3 Grant
None Specified

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

(3) Offer continued support on student workbook materials.

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)

28000

Source(s)

General Fund
4000-4999: Books And Supplies
Math Textbooks

2500

General Fund
1000-1999: Certificated Personnel Salaries
6-8 Math Staff Development

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

Strategy/Activity**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.

	None Specified None Specified
--	----------------------------------

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

Strategy/Activity
(4) Professional development for newly adopted materials & instructional strategies in Math and ELA

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)
1500	General Fund 2000-2999: Classified Personnel Salaries Professional Development - Substitutes, fees, & mileage reimbursement
1000	General Fund 1000-1999: Certificated Personnel Salaries

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

Strategy/Activity
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)
	None Specified None Specified
	None Specified None Specified

--

None Specified
None Specified

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Technology Materials and Maintenance

LEA/LCAP Goal

District will purchase software that supplements Common Core ELA and Math instruction and assessment and hire staff person to maintain technology efficiency

Goal 2

Continued implementation of software instructional support and provision of staff technician support

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

Renew Type to Learn software contracts; Purchase enVision Math packages

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)

6400

Source(s)

General Fund
4000-4999: Books And Supplies
Accelerated Learning

3000

General Fund
4000-4999: Books And Supplies
STAR Reader

100

General Fund
4000-4999: Books And Supplies
Type to Learn 4

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Retain .50 FTE Computer Technician

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)

48622

Source(s)

General Fund
2000-2999: Classified Personnel Salaries
Maintenance of computers and software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

School-to-Home tech use
Powerschool contract renewed
Parent Tech Classes

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)

15300

Source(s)

Title II Part A: Improving Teacher Quality
4000-4999: Books And Supplies
Web hosting - eChalk

4500

General Fund
4000-4999: Books And Supplies
Powerschool

500

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Parent Class

Strategy/Activity 4

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

Strategy/Activity
Technology and software professional development through workshop & trainings

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)
11000	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Training Fees
500	General Fund 2000-2999: Classified Personnel Salaries Substitutes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Campus Climate and Culture

LEA/LCAP Goal

Establish a positive and safe campus-wide culture and environment

Goal 3

Continue to promote a positive and safe culture and environment for students and staff

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

If funding increases, this goal should consider a stipend for the Positive Behavior Advisory Committee members. This committee will help provide grade-span leadership, directives, and implementation of this goal. Recommended stipend per member is \$500.

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)
1500	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Continue "Beaver Buck" incentive & affirmation program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Beaver Buck "Store" Items

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Staff Training:
Teacher meetings
Aide meetings
Daily Words of Wisdom

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)

10000

Source(s)

Title II Part A: Improving Teacher Quality
STANCOE PBS material

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

0



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Response to Intervention

LEA/LCAP Goal

Identify at-risk ELA and Math learners

Goal 4

Implement systems of intervention for at-risk learners

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

Reinstating stipend for a RTI Advisory Committee. This committee will monitor assessment results, intervention strategies, and progress of at-risk students.

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)
2000	Title II Part A: Improving Teacher Quality None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Baseline SBAC Interim and Summative assessments will be used to monitor student progress. Proposed expenditures are addressed in Goal #2.

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)

6500

Source(s)

LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

After School Intervention - one hour after school intervention sessions will be provided Monday - Thursday for 1st-8th at-risk students by certificated teachers

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)

13520

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
1.25 hrs/day hourly teacher pay

2000

LCFF - Supplemental
4000-4999: Books And Supplies
Remediation Curriculum

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$182,054.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title II Part A: Improving Teacher Quality	\$27,300.00
Title IV Part A: Student Support and Academic Enrichment	\$11,000.00

Subtotal of additional federal funds included for this school: \$38,300.00

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 (\$)
	\$0.00
General Fund	\$96,122.00
LCFF - Supplemental	\$44,632.00
S3 Grant	\$3,000.00

Subtotal of state or local funds included for this school: \$143,754.00

Total of federal, state, and/or local funds for this school: \$182,054.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
General Fund	96,122.00
LCFF - Supplemental	44,632.00
S3 Grant	3,000.00
Title II Part A: Improving Teacher Quality	27,300.00
Title IV Part A: Student Support and Academic Enrichment	11,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,520.00
2000-2999: Classified Personnel Salaries	50,622.00
4000-4999: Books And Supplies	70,800.00
None Specified	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	General Fund	3,500.00
2000-2999: Classified Personnel Salaries	General Fund	50,622.00
4000-4999: Books And Supplies	General Fund	42,000.00

	LCFF - Supplemental	28,112.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14,020.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,500.00
None Specified	S3 Grant	3,000.00
	Title II Part A: Improving Teacher Quality	10,000.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	15,300.00
None Specified	Title II Part A: Improving Teacher Quality	2,000.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	11,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	56,112.00
Goal 2	89,922.00
Goal 3	12,000.00
Goal 4	24,020.00

School Site Council Membership

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

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

Name of Members	Role
Julie Frederick (Chair)	Classroom Teacher
Charlene Brown	Classroom Teacher Other School Staff
Stacy Berger	Parent or Community Member
Samantha Armstrong	Other School Staff Parent or Community Member
Natalie Munsel	Other School Staff Parent or Community Member
Rebecca Questo	Other School Staff Parent or Community Member
Harriett Whitmer	Other School Staff
Ben Howell	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.

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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/guidanceusesinvestment.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/guidanceusesinvestment.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