School Year: **2019-20**

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
Arboga Elementary School	58-72736-6056634	5-23-2019	

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
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

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.

Leading into next year, we are currently assessing needs and making plans to implement strategies for student achievement. We are looking at our needs assessment to design our plan and ensure federal funding is being maximized. We are setting goals as a staff, consulting with site council, and reviewing data to align needs to goals and actions.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Universal Screening: STAR Reading, Early Literacy, STAR Math360
Common formative and summative assessments developed by collaboration teams or included in state approved district adopted curriculum
CASSPP-ELA and Math
ELPAC
Accelerated Reader, Accelerated Math
Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, Suspension Rate
Attendance Reports
Discipline Reports; Aeries/Swiss
PD Rosters and Plans
Teacher and Student Surveys
Parent Surveys
Observations
Parent Conference Schedules and SSTs/IEPs
Follet Data
Prodigy, Moby Max, Lexia
SWIS and PBIS data

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

- STAR Reading and Early Literacy data are used throughout the school year to assess student levels, monitor progress, place students in intervention groups, and guide instruction. Data shows average growth in grades 1st -6th is greater than 0.8 (equivalent to 8 months) through the 2nd trimester. 1st- .8, 2nd- .9, 3rd- .8, 4th- .8, 5th- .7, 6th- 1.1

STAR Math data shows growth of more than .6 (equivalent to 6 months) through the second trimester. 3rd- .4, 4th- .6, 5th- .6, 6th- .9

- CAASPP data addresses overall progress in grades 3rd- 6th and these assessment results assist in guiding the intervention plan for all students. ELA data reveals that students are performing 18.1 points below the standard for proficiency, but increased by 7.9 points last school year. Math data shows students are working 34.6 points below the standard for proficiency, and maintained that status from the prior year.
- Qualitative survey data from parents is consistent in requesting an improvement to school facilities, but data explains most parents are satisfied with the educational program offered. Students also echo the same sentiment in asking for improvement to school facilities. Teachers survey results indicate an ongoing need for programs to improve the social-emotional health of students, so they connect to school and experience more success learning.
- Discipline data shows a decrease in suspension and referral data. Suspensions decreased by more than 50% for the first half of the school year. The number of playground referrals has maintained consistent, but classroom referrals has decreased from the prior school year.

The growth in ELA is attributed to the implementation of a solid intervention programs. Our dedication to ELA WIN time is improving student achievement on benchmark assessments and CAASPP scores. The efforts to PBIS and behavior support is a significant part of creating a safe healthy environment where all students can learn and all teachers can teach.

- We know creating a healthy learning environment is key to everything else, so providing supports for students' emotional, safety, and social needs is top priority.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Students who need additional support are being offered support in the form of WIN (What I Need) time. Students are assessed, grouped according to the essential standard they need additional instruction with, and they receive direct, explicit instruction at their level to achieve proficiency. Students are currently receiving this additional support in ELA and data shows improvement, but math data is not showing the same results. Our success with ELA likely correlates with the interventions provided. Goals are being set to implement Math WIN time.
The current plan in place for interventions during the regular day is fully implemented and functioning well. There have been some requests to make time adjustments to the schedule, so intervention is not competing with core. Some intervention time is not aligned well with teacher and grade level schedules. Teachers are eager to better align intervention, enrichment, and direct instruction for the 2019-2020 school year. Maintaining rigor during core instruction and intervention time is the goal.
We have a large team employed to implement intervention during WIN time. Many of the key staff members are not credentialed teachers, so training them to deliver quality instruction is key. As a staff, we have put a focus on more professional development for para-educators. The para-educators would like to feel more prepared to deliver instruction and feel a part of the planning and reflecting processes as well. We are currently working to develop a professional development plan for 2019-2020.
We will embark on a new journey with Lexia reading program. We will use this program to implement summer intervention for students at home. We recognize summer learning loss is an issue and the hope is to maximize growth over the summer with a new user friendly software.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

We recognize the need for a structured math intervention time, but the concern is ensuring we don't negatively impact core or the success we are seeing in ELA. Grade levels are making some adjustments to incorporate more leveled instruction for students across the curriculum. We hope that providing intervention for math we will see the growth we are seeing in ELA.
Next year, the plan is to allow teachers to select the WIN time that maximizes the intervention being provided and also maximizes the rest of the instructional minutes. Each year our PLC grows and the changes will allow for better instruction, more learning, and greater student success.
We will continue to dedicate resources to supporting direct instruction, intervention, and developing the skills of our staff to provide the best for students. This will include professional development for all staff working with students.
Lexia and other supplementary program data will be used during the school year to organize WIN groups, monitor ELA progress, challenge high achieving students, and provide intervention for struggling learners.
Behavior, attendance, social-emotional health will continue to be priority. A2A, SWIS, and Suite 360 will be programs to help monitor progress, track high risk students, and provide data for planning and interventions.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Based on our findings we will continue to provide support for all staff in continuing the PLC process. All staff see the need to provide training for the instructional assistants that are critical to the intervention sessions. This will include training in curriculum, instructional strategies, classroom management, and will also provide time for staff to observe certificated teachers. Professional development for teachers will remain priority.
We will include instructional assistants in the PLC collaboration time. Teachers need time to share lesson plans with assistants. Assistants will feel more including in the PLC process and will have a better understanding of what the WIN expectations are. Our para staff does not currently have opportunities to review data and see the results from the WIN sessions. We will build this into the day of the assistant, or provide extra contracted time for team meetings.
Staff is interested in attending conferences and also bringing experts to the school to present at meetings and PLC meeting times.
Staff will review and analyze A2A, SWIS and Suite 360 data at PBIS, Site Council, staff, and parent meetings. Staff will be provided development in the area of social-emotional health as needed.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*

- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Principal and teachers present SPSA and achievement and plan data at PTSO and meetings.
Principal and ELAC facilitator present achievement and plan data at ELAC meetings. Parents of English Language Learners are formally surveyed for input at least once during the school year. Data from the ELAC survey is analyzed by administrators and teachers and is used in forming the SPSA.
School Site Council oversees the categorical funding for the school.
Curriculum days have become a part of the culture for including and sharing information with parents-- Reading night, Science Night, History Day, STEAM night. Families are included in standards based projects and curriculum activities to support student learning.
Ongoing communication with families is made possible with Class Dojo, Remind, Facebook, newsletter, School Messenger calls, calendars, Cougar Guide, and assemblies.
Teachers use many methods to communicate academic data and progress with families: AERIES Parent Portal, report cards, progress reports, parent conferences, and open on ongoing calls, texts and emails.

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

Parent groups, staff, and community members will be given opportunities for input in the form of surveys, newsletter, presentation of data, and release of public documents. Formal and informal survey data will be considered and reviewed by key stakeholder groups and staff to drive and build the site plan.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	2.1%	1.20%		10	6
African American	%	3.1%	2.59%		15	13
Asian	%	8.4%	8.58%		40	43
Filipino	%	0.4%	1.40%		2	7
Hispanic/Latino	%	30.7%	31.74%		147	159
Pacific Islander	%	%	0.60%			3
White	%	50.3%	49.90%		241	250
Multiple/No Response	%	0.4%	0.40%		2	2
	Total Enrollment				479	501

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		66	70
Grade 1		65	72
Grade 2		69	63
Grade3		74	80
Grade 4		68	79
Grade 5		67	71
Grade 6		70	66
Total Enrollment		479	501

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		89	75		18.6%	15.0%
Fluent English Proficient (FEP)		14	26		2.9%	5.2%
Reclassified Fluent English Proficient (RFEP)		10	18		10.2%	20.2%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	68	74	77	68	72	75	68	72	75	98.6	97.3	97.4
Grade 4	75	67	75	75	67	75	75	67	75	100	100	100
Grade 5	82	67	76	81	67	72	80	67	72	98.8	100	94.7
Grade 6	68	72	62	65	71	60	65	71	60	95.6	98.6	96.8
All Grades	293	280	290	289	277	282	288	277	282	98.3	98.9	97.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2409.	2414.	2426.	21	22.22	29.33	28	18.06	29.33	16	33.33	14.67	35	26.39	26.67
Grade 4	2445.	2444.	2453.	11	13.43	12.00	25	31.34	26.67	33	17.91	30.67	31	37.31	30.67
Grade 5	2457.	2459.	2469.	5	8.96	13.89	24	22.39	20.83	26	23.88	26.39	45	44.78	38.89
Grade 6	2521.	2515.	2505.	11	9.86	5.00	35	32.39	33.33	32	36.62	40.00	22	21.13	21.67
All Grades	N/A	N/A	N/A	11	13.72	15.60	28	25.99	27.30	27	28.16	27.30	34	32.13	29.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	13.89	29.33	40	51.39	42.67	40	34.72	28.00
Grade 4	7	16.42	14.67	51	49.25	58.67	43	34.33	26.67
Grade 5	8	10.45	15.28	39	46.27	47.22	54	43.28	37.50
Grade 6	9	21.43	13.33	57	45.71	48.33	34	32.86	38.33
All Grades	11	15.58	18.44	46	48.19	49.29	43	36.23	32.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	23.61	26.67	41	48.61	40.00	37	27.78	33.33
Grade 4	12	20.90	12.00	58	47.76	54.67	30	31.34	33.33
Grade 5	18	16.42	16.67	44	43.28	52.78	39	40.30	30.56
Grade 6	26	15.71	16.67	51	58.57	51.67	23	25.71	31.67
All Grades	19	19.20	18.09	48	49.64	49.65	32	31.16	32.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	12.50	21.33	76	62.50	69.33	13	25.00	9.33
Grade 4	8	8.96	13.33	72	64.18	72.00	20	26.87	14.67
Grade 5	9	5.97	6.94	56	67.16	56.94	35	26.87	36.11
Grade 6	12	14.29	10.00	69	71.43	65.00	18	14.29	25.00
All Grades	10	10.51	13.12	68	66.30	65.96	22	23.19	20.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	19.44	26.67	56	52.78	52.00	32	27.78	21.33
Grade 4	16	19.40	17.33	65	52.24	62.67	19	28.36	20.00
Grade 5	16	14.93	20.83	61	37.31	43.06	23	47.76	36.11
Grade 6	29	24.29	20.00	55	55.71	60.00	15	20.00	20.00
All Grades	18	19.57	21.28	60	49.64	54.26	22	30.80	24.47

Conclusions based on this data:

1. Our goal to have all students at the proficient level or above is an ongoing focus. We will continue to formulate a plan that centers around student growth and gains in all subject areas.
2. Some areas of ELA scores have shown improvement since the inception of WIN at Arboga School, but we will continue specific interventions for all students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	68	73	77	68	72	75	68	72	75	98.6	98.6	97.4
Grade 4	75	67	75	75	67	75	75	67	75	100	100	100
Grade 5	82	67	76	81	67	74	81	67	74	98.8	100	97.4
Grade 6	68	72	62	65	70	60	65	70	60	95.6	97.2	96.8
All Grades	293	279	290	289	276	284	289	276	284	98.3	98.9	97.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2422.	2417.	2437.	12	9.72	22.67	32	36.11	34.67	31	25.00	26.67	25	29.17	16.00
Grade 4	2463.	2460.	2445.	7	10.45	9.33	29	22.39	18.67	44	43.28	38.67	20	23.88	33.33
Grade 5	2469.	2463.	2466.	7	7.46	9.46	16	13.43	6.76	33	32.84	39.19	43	46.27	44.59
Grade 6	2488.	2521.	2495.	5	15.71	3.33	25	18.57	20.00	31	40.00	43.33	40	25.71	33.33
All Grades	N/A	N/A	N/A	8	10.87	11.62	25	22.83	20.07	35	35.14	36.62	32	31.16	31.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	20.83	37.33	46	45.83	42.67	29	33.33	20.00
Grade 4	21	16.42	17.33	43	43.28	32.00	36	40.30	50.67
Grade 5	12	11.94	12.16	35	28.36	29.73	53	59.70	58.11
Grade 6	11	17.14	11.67	42	44.29	40.00	48	38.57	48.33
All Grades	17	16.67	20.07	41	40.58	35.92	42	42.75	44.01

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	13.89	28.00	51	55.56	50.67	31	30.56	21.33
Grade 4	13	11.94	13.33	59	52.24	46.67	28	35.82	40.00
Grade 5	7	5.97	8.11	38	43.28	43.24	54	50.75	48.65
Grade 6	8	14.29	6.67	45	51.43	51.67	48	34.29	41.67
All Grades	11	11.59	14.44	48	50.72	47.89	40	37.68	37.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	16.67	29.33	56	59.72	53.33	19	23.61	17.33
Grade 4	11	13.43	12.00	64	52.24	52.00	25	34.33	36.00
Grade 5	6	5.97	5.41	52	53.73	52.70	42	40.30	41.89
Grade 6	11	18.57	6.67	54	58.57	50.00	35	22.86	43.33
All Grades	13	13.77	13.73	56	56.16	52.11	31	30.07	34.15

Conclusions based on this data:

1. We recognize a need for new interventions and supplementary materials, similar to what we provide for ELA.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1428.9	1425.9	1435.5	13
Grade 1	*	*	*	*
Grade 2	1488.2	1500.8	1475.2	12
Grade 3	1513.7	1517.2	1509.9	15
Grade 4	1500.5	1495.5	1505.1	14
Grade 5	1458.4	1451.1	1465.3	11
Grade 6	*	*	*	*
All Grades				84

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	13
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*	*	*	*	*	12
Grade 3	*	*	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*	*	*	14
Grade 5	*	*	*	*	*	*	*	*	11
Grade 6	*	*	*	*	*	*			*
All Grades	28	33.33	34	40.48	13	15.48	*	*	84

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	13
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*			*	*	12
Grade 3	*	*	*	*			*	*	15
Grade 4	*	*	*	*	*	*			14
Grade 5	*	*	*	*	*	*	*	*	11
Grade 6	*	*	*	*	*	*			*
All Grades	43	51.19	27	32.14	*	*	*	*	84

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			13
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*			*	*	12
Grade 3	*	*	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*	*	*	14
Grade 5	*	*	*	*	*	*	*	*	11
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	16	19.05	32	38.10	22	26.19	14	16.67	84

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	13
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	12
Grade 3	*	*	*	*	*	*	15
Grade 4	*	*	12	85.71			14
Grade 5	*	*	*	*	*	*	11
Grade 6	*	*	*	*	*	*	*
All Grades	38	45.24	37	44.05	*	*	84

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	13
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	12
Grade 3	*	*	*	*			15
Grade 4	*	*	*	*			14
Grade 5	*	*	*	*	*	*	11
Grade 6	*	*	*	*			*
All Grades	48	57.14	28	33.33	*	*	84

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	13
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	12
Grade 3	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*	14
Grade 5	*	*	*	*	*	*	11
Grade 6	*	*	*	*	*	*	*
All Grades	16	19.05	47	55.95	21	25.00	84

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			13
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	12
Grade 3	*	*	12	80.00	*	*	15
Grade 4	*	*	*	*	*	*	14
Grade 5	*	*	*	*	*	*	11
Grade 6			*	*			*
All Grades	30	35.71	43	51.19	11	13.10	84

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
501	**65.9%**	**15.0%**	**0.4%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	75	15.0%
Foster Youth	2	0.4%
Homeless	11	2.2%
Socioeconomically Disadvantaged	330	65.9%
Students with Disabilities	45	9.0%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	2.6%
American Indian	6	1.2%
Asian	43	8.6%
Filipino	7	1.4%
Hispanic	159	31.7%
Two or More Races	18	3.6%
Pacific Islander	3	0.6%
White	250	49.9%

Conclusions based on this data:

1. Our population of ELL students is still a significant subgroup and will continue to be given the appropriate resources to ensure students, parents, and families are informed about school and included in decision making.
2. Arboga is diverse and has several ethnicities in attendance. Our goal is to recognize diversity, be sensitive to cultural needs, and ensure all students and families have there needs met.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Arboga students are performing within the yellow indicator for ELA .
2. Arboga students are performing within the orange indicator for Mathematics, Chronic Absenteeism, and Suspension Rates.
3. This data indicates there was not a significant group of English Learners tested.

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.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange		Green	Blue
0	1	3	0	0

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

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

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
18.1 points below standard	18.6 points below standard	0 Students
Increased 7.9 points	Increased 5.9 points	
267 students	68 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	29.9 points below standard	100.7 points below standard
3 students	Increased 6.2 points	Increased 5.5 points
	185 students	36 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color 25 points below standard Declined -9.8 points 27 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 35.4 points below standard Declined -7 points 84 students	No Performance Color 8.4 points below standard Declined -11 points 13 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Yellow 7.1 points below standard Increased 18.2 points 127 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
41.4 points below standard Increased 11.1 points 44 students	23.1 points above standard Declined -21.4 points 24 students	18.4 points below standard Increased 8 points 197 students

Conclusions based on this data:

1. Data indicates that overall English Learners and Socio-economically disadvantaged student groups are scoring within the yellow dashboard indicator. This data is similar to all students at Arboga School.
2. The Hispanic student group declined and fell into the orange indicator group.

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.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange		Green	Blue
0	3	1	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
34.6 points below standard	36.6 points below standard	0 Students
Maintained -1.4 points	Declined -6.7 points	
267 students	68 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	46.6 points below standard	103.3 points below standard
3 students	Declined -3.7 points	Declined -6.9 points
	185 students	36 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color 38 points below standard Declined -14.3 points 27 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 44.2 points below standard Declined -9.1 points 84 students	No Performance Color 1.5 points below standard Increased 11.7 points 13 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Yellow 29.2 points below standard Increased 4 points 127 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
48.9 points below standard Maintained -1.3 points 44 students	14 points below standard Declined -27.3 points 24 students	34.6 points below standard Maintained -0.4 points 197 students

Conclusions based on this data:

1. All student, and both sub groups fell within the orange indicator.
2. Hispanic students were also represented by the orange indicator.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
84	33.3%	40.5%	15.5%	10.7%

Conclusions based on this data:

1. Of the 84 students tested, over 70% scored in the moderately to well developed areas. 25% of students were beginning to somewhat developed as indicated by the ELPAC.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange		Green	Blue
0	3	0	1	2

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	No Performance Color
5.7% chronically absent	2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.6%	Declined 1.7%	4 students
542 students	99 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
15.8% chronically absent	7.6% chronically absent	7.6% chronically absent
Declined 7.3%	Increased 2.5%	Declined 0.6%
19 students	368 students	66 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
13.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 6.7%	6 students	Maintained 0%	7 students
15 students		43 students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
5.7% chronically absent	4.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	6.7% chronically absent
Increased 1.9%	Increased 0.6%	3 students	Increased 2.8%
176 students	24 students		268 students

Conclusions based on this data:

1. Socio-economically disadvantaged students had a similar rate of absenteeism.
2. ELL and students and students with disabilities had higher rate of attendance and scored in the blue and green gauge areas (respectively).
3. With the ELL subgroup, Hispanic students scored in the orange area similar to students overall.

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange		Green	Blue
1	2	1	0	2

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	No Performance Color
4.5% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not
Maintained 0.2%	Declined -2.7%	5 students
557 students	99 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
0% suspended at least once	5% suspended at least once	4.2% suspended at least once
Maintained 0%	Increased 0.4%	Declined -2.1%
19 students	379 students	71 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 6.3% suspended at least once Declined -5.5% 16 students	No Performance Color Less than 11 Students - Data 7 students	Blue 0% suspended at least once Maintained 0% 43 students	No Performance Color Less than 11 Students - Data 7 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 2.8% suspended at least once Increased 0.3% 180 students	No Performance Color 4.2% suspended at least once Increased 0.7% 24 students	No Performance Color Less than 11 Students - Data 3 students	Red 6.5% suspended at least once Increased 0.9% 277 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
7% suspended at least once	4.3% suspended at least once	4.5% suspended at least once

Conclusions based on this data:

1. Suspension rates for all students are represented by the orange indicator. No student are lower than this; however, some subgroups are suspended less than the overall data suggests for all students.

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

Provide learning opportunities that result in increased academic achievement and ensure equality in classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

All students will make progress in the areas of ELA and Mathematics as measured by CAASPP data, district benchmarks, and other academic assessments. In ELA and Math students will increase between 3-15 points which will result in enough increase to land in the "increased" vs "maintained" indicator area.

Identified Need

In Mathematics students are performing 34.6 points below standard. In ELA students are performing 18.1 points below standard. 18-19 Math results were "Maintained" from the previous year. ELA results "Increased" from the previous year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Math- 34.6 pts below standard ELA- 18.1 pts below standard	Increase of between 3-15 points overall in both subject areas

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)

All students

Strategy/Activity

ELA and Math instruction will be supported by implementing strategic intervention times for all students. Para-educators will work with certificated teachers to provide interventions based on what students need.

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)
68245.48	Title I

Strategy/Activity 2

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

All students

Strategy/Activity

Provide a 3.75 hr and a 7hr Student Support Specialist to assist student in better understanding their link between social-emotional behaviors and learning. These staff members will support students, families, and staff to encourage educational success. Staff members holding these positions will run groups, provide interventions, implement PBIS strategies and activities.

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)
50389.26	Title I

Strategy/Activity 3

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

All students

Strategy/Activity

Provide professional development for staff focusing on collaboration of certificated and classified members for the benefit of student learning. This will be accomplished (but will not be limited to) with on-site PD, meetings, workshops, conferences, release time, summer planning collaboration.

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)
500	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

Provide summer work and/or materials to prevent summer loss, facilitate remediation, encourage enrichment. Resources to include web-based and hands-on 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)	Source(s)
1000	Title I

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

Purchase and replace instructional technology that will assist teachers in delivery of curriculum and strategies for increasing student achievement.

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)
100	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

Purchase additional intervention and enrichment materials and programs, including supplementary district/state approved material, other curricular supplementals and 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)	Source(s)
126.26	Title I

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

Provide alternatives to suspension and time spent out of the classroom. Maximize instructional time by improving interventions and opportunities to improve behavior. This will include Evolution Labs Suite 360.

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)
3000	Targeted

Strategy/Activity 8

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

all students

Strategy/Activity

Facilitate awards assemblies which invite parent and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance, as well as celebrate shared responsibility for student success.

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)
500	Targeted

Strategy/Activity 9

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

all students

Strategy/Activity

Continue maintenance contracts for the school copier to produce enhancement piences to the core curriculum. Provide paper for copiers to support learning that compliments and supports core curriculum. Make content more relevant and vary and improve core 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)	Source(s)
2500	Targeted

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

Provide highly engaging books and literary resources to supplement the library. This will motivate students to read and as a result improve ELA skills and test scores will reflect this.

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	Targeted

Strategy/Activity 11

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

Strategy/Activity

Literacy Resource Technician to provide and promote a comprehensive literacy program through direct interaction with students including reading activities, assisting students with book selections, helping students develop skills, intorducing students to a variety of literature, supporting ELA CCSS, monitoring student progress with reading, providing technology support to compliment and support 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)
33953.37	Targeted

Strategy/Activity 12

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

Strategy/Activity

Providing a bilingual Family Liaison who will assist us in better interactions with our entire parent community and focusing on our Spanish speaking community through actions such as translating at Parent Conferences and at school events, etc. to increase academic achievement and reinforce the importance of good communication between school and home in supporting student academic success.

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)

15199.49	Targeted

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

Continue the supplemental Renaissance Place contract for Accelerated Math, Math Facts in a Flash to help students improve their Math skills. Continue maintenance contracts on school printers, photocopiers to provide students with enrichment opportunities and skills practices. Potentially continue the Art Docent contract to provide students a chance to learn about and reflect on art, and then to make literary and real world connections to said art, demonstrating emerging and developing critical thinking skills. Continue Raz Kids for K-2 and 1 3rd grade group, Reading A to Z for K-2, Adventure to Fitness for K-6. Continue Moby Max schoolwide and possibly one or two other online supplemental programs. Implement Lexia Reading.

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	Targeted

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Strategy/Activity

ELA and Math instruction will be supported by implementing strategic intervention times for all students. Para-educators will work with certificated teachers to provide interventions based on what students need.

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)
8454.73	Targeted

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

Provide a 3.75 hr and a 7hr Student Support Specialist to assist student in better understanding their link between social-emotional behaviors and learning. These staff members will support students, families, and staff to encourage educational success. Staff members holding these positions will run groups, provide interventions, implement PBIS strategies and activities.

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)
19286.41	Targeted

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

Enhance the learning environment to ensure our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Establish a positive school climate built on shared responsibility for student, parent, staff, and community involvement.

Identified Need

Chronic absenteeism continues to be an issue that Arboga school faces as indicated by the CDE dashboard. Referral and suspension rates are also a targeted need as identified by site and CAASPP data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referral, suspension, and attendance data.	96% or higher attendance rates for all students Decrease in suspension and referral data.	Increase attendance Decrease chronically absent students Decrease suspension and referral rates

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)

all students

Strategy/Activity

Facilitate parent workshops and curriculum nights to provide parents with ELA, Math, Science, Social Studies, PE, technology, and discipline strategies to encourage home support and coordination with school goals. These strategies will be aligned with CCSS and will build a stronger home-school connection for all 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)

1000	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Utilization of parent and community voluteers in teh classroom to provide small support to the regular school day.

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)
504	Title I Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all studnets

Strategy/Activity

Expenditures for outside consultants, conference, substitutes, materials and supplies for staff development. Provide development opportunities, training, for staff and stakeholders. Provide release time for teachers to observe and support each other and share effective strategies for CCSS implementation and student achievement strategies and best practices.

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)
100	Title I

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 3

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

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)

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 4

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

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)

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 5

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

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)

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	$217,859.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	120,461	0.00
Title I Carryover		
Title I Parent Involvement	1,504	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	95,894	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	216,255.00
Goal 2	1,604.00
Goal 3	
Goal 4	
Goal 5	
Goal 6	

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

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
Ashley Vette	Principal
Christine Bratton	Other School Staff
Debra Warner	Classroom Teacher
Shelly Stonebarger	Classroom Teacher
Nicole Verkuyl	Classroom Teacher
Amy Hansen	Classroom Teacher
Anna Mitchell	Parent or Community Member
Jenna Shinn	Parent or Community Member
Maya Vang	Parent or Community Member
Christina Smith	Parent or Community Member
Rosa Steele	Parent or Community Member
Rose Mary Avila	Parent or Community Member

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

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
	Other: PTSO

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 1/29/2019.

Attested:

Principal, Ashley Vette on 5/23/19

SSC Chairperson, Debra Warner on 5/23/19

School Year: 2019-20

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
Browns Valley Elementary School	58-72736-6099014		

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.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

The data sources considered in the Comprehensive Needs Assessment are as follows: CAASPP ELA and Math (both summative and interim), ELPAC, California Department of Education (CDE) dashboard data which includes information regarding ELA and Math test scores, Chronic Absenteeism, and rates of suspension. In addition, other data is considered including attendance reports in both aeries and A2A, discipline reports, and informal surveys with all stakeholders. Parent teacher conferences are another way to get data for use in deciding the needs of the school. PTO meetings also garner data from stakeholders.

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

The general findings in gathering all of the data that was considered, is that students at Browns Valley are doing well academically. In the last school year Browns Valley had 174 students in attendance, with 31 percent of them falling in the socioeconomically disadvantaged category. Browns Valley School does not have a significant subgroup of English Learner students (they make up only 2.3 % of the total student population). CAASPP data shows that in English Language Arts and Math, students are within the green gauge on the CDE dashboard. Browns Valley students are testing in ELA 11.2 percent above the standard for the state, and in math 17.5 percent above the standard. While this is indicative of academic success, in both categories there was a decline from the year prior. In ELA there was a 6.6 percent decline, and in math there was an 11.1 percent decline. The CDE dashboard shows that there is room for improvement in both chronic absenteeism and suspension rates, as both fall into the orange category. 7.1 percent of Browns Valley students are chronically absent, which is a 1.8 percent increase over the year prior. And, in regards to suspension rates, 2.7 percent of Browns Valley Students were suspended at least once. This is an increase of 2.2 percent over the prior year. While there are not many trends for sub-groups at Browns Valley School, the school wide data suggests that the decline in scores for ELA and math are an opportunity for improvement. Similarly, there is room for improvement in the increase of suspension rates and chronic absenteeism. Data might be suggesting a relationship between the increase in suspension rates and chronic absenteeism, and the decline in ELA and math test scores.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*

- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

As described above, CDE dashboard data might suggest a relationship between an increase in chronic absenteeism and suspension rates and the decline in both ELA and math test scores. This is indicative of a significant problem with students not being present for core instruction, and not necessarily a problem with core instruction itself. There are students at Browns Valley school that do need additional support, which is offered through the WIN (What I Need) time that is built into the schedule, as well as a new intervention program that was implemented this (2018/2019) school year. Teachers at Browns Valley meet weekly in a PLC (Professional Learning Community) to collaborate, and within that collaboration they discuss rigor, standards, instruction and data. A problem arises however, if students are not present during instructional time due to absences or suspensions to access either their core instruction and or their intervention time. Chronic absenteeism is identified and monitored via the use of the district adopted attendance program as well as using the aeries programming. Both the attendance clerk and the Principal monitor data. Letters are sent home regarding chronic absenteeism once it becomes an issue. The principal conferences with these students struggling with their attendance and their families. In addition, inter and intra district transfers are closely monitored, families are conference with when an issue arises, and these transfers are revoked when agreements are not being held. At such a small school, identifying suspension rates are not difficult, but are monitored by the principal.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

As addressed previously, possible causes for the current levels of performance are an increase in suspension rates and chronic absenteeism. Additionally, students would benefit from more within the school day interventions as finances would allow. Currently, targeted funds only allow for funding of the LRT position, which in past years was also able to help with interventions in classrooms. This is not possible any longer, consequently there are many intervention minutes that are no longer available to students.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Indications of a need for PBIS professional development are present at Browns Valley School. Informal Staff surveying during meeting time helps determine the direction for PD. In addition, data also provides insight into the PD needs of Browns Valley School. PBIS, Positive Behavior Intervention Systems, is a school-wide system of expectations and program that will help with the issues of chronic absenteeism as well as suspension rates. PBIS also serves to help

classrooms run smoothly and maximize instructional time. SWIS is an online based program purchased to track student discipline data and to provide information in regards to how the PBIS program is functioning at any given time throughout the school year. SWIS data is monitored and analyzed regularly by the staff.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

The SPSA is shared with site level advisory groups on a routine basis when discussing the goals of the school site as well as how the budget allows for purchasing of items, programs, and professional developments opportunities. Browns Valley School has a very involved Parent Teacher Organization (PTO) that is very much involved in most aspects of the school. The input of the PTO is sought after often, both formally in PTO meetings and informally as well. Teachers routinely communicate with parents and guardians using many methods. Most teachers use a texting type program called dojo that they communicate with stakeholders though. Parent/Teacher conferences happen for all students at least once a year. And SST and or IEP meetings happen when necessary to address student concerns. The school as a whole communicates with families using newsletters, auto-dialer messages that go home, a marquee at the front of the school, and the remind app.

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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	5.0%	2.87%		9	5
African American	%	0.6%	%		1	
Asian	%	1.1%	1.72%		2	3
Filipino	%	%	%			
Hispanic/Latino	%	9.5%	8.05%		17	14
Pacific Islander	%	%	0.57%			1
White	%	73.2%	77.01%		131	134
Multiple/No Response	%	2.2%	1.72%		4	3
	Total Enrollment				179	174

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		47	24
Grade 1		27	44
Grade 2		28	29
Grade3		30	25
Grade 4		24	25
Grade 5		23	27
Total Enrollment		179	174

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		3	4		1.7%	2.3%
Fluent English Proficient (FEP)		1	0		0.6%	0
Reclassified Fluent English Proficient (RFEP)					0.0%	0

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	28	29	22	26	29	22	26	29	95.7	92.9	100
Grade 4	23	25	24	23	25	24	23	25	24	100	100	100
Grade 5	32	26	30	32	26	28	32	26	28	100	100	93.3
All Grades	78	79	83	77	77	81	77	77	81	98.7	97.5	97.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2419.	2412.	2414.	23	7.69	24.14	23	34.62	20.69	27	26.92	24.14	27	30.77	31.03
Grade 4	2528.	2505.	2498.	57	44.00	16.67	17	32.00	58.33	13	12.00	20.83	13	12.00	4.17
Grade 5	2540.	2542.	2518.	41	42.31	39.29	19	26.92	17.86	31	15.38	21.43	9	15.38	21.43
All Grades	N/A	N/A	N/A	40	31.17	27.16	19	31.17	30.86	25	18.18	22.22	16	19.48	19.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	23.08	13.79	59	53.85	48.28	27	23.08	37.93
Grade 4	52	44.00	33.33	35	48.00	54.17	13	8.00	12.50
Grade 5	31	42.31	32.14	56	38.46	50.00	13	19.23	17.86
All Grades	32	36.36	25.93	51	46.75	50.62	17	16.88	23.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	7.69	21.43	50	53.85	35.71	32	38.46	42.86
Grade 4	39	32.00	16.67	52	44.00	75.00	9	24.00	8.33
Grade 5	44	46.15	53.57	50	42.31	21.43	6	11.54	25.00
All Grades	35	28.57	31.25	51	46.75	42.50	14	24.68	26.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	19.23	34.48	59	65.38	48.28	18	15.38	17.24
Grade 4	43	24.00	16.67	57	60.00	83.33	0	16.00	0.00
Grade 5	16	26.92	21.43	81	53.85	67.86	3	19.23	10.71
All Grades	26	23.38	24.69	68	59.74	65.43	6	16.88	9.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	11.54	17.24	73	69.23	55.17	14	19.23	27.59
Grade 4	39	32.00	25.00	52	56.00	75.00	9	12.00	0.00
Grade 5	53	34.62	32.14	38	46.15	46.43	9	19.23	21.43
All Grades	38	25.97	24.69	52	57.14	58.02	10	16.88	17.28

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	28	29	22	26	29	22	26	29	95.7	92.9	100
Grade 4	23	25	24	23	25	24	23	25	24	100	100	100
Grade 5	32	26	30	32	26	28	32	26	28	100	100	93.3
All Grades	78	79	83	77	77	81	77	77	81	98.7	97.5	97.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2448.	2461.	2457.	23	23.08	27.59	32	38.46	37.93	36	26.92	17.24	9	11.54	17.24
Grade 4	2551.	2518.	2512.	52	28.00	29.17	35	44.00	37.50	9	28.00	33.33	4	0.00	0.00
Grade 5	2543.	2542.	2514.	38	26.92	21.43	22	38.46	17.86	25	15.38	42.86	16	19.23	17.86
All Grades	N/A	N/A	N/A	38	25.97	25.93	29	40.26	30.86	23	23.38	30.86	10	10.39	12.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	50.00	44.83	41	38.46	27.59	23	11.54	27.59
Grade 4	70	44.00	45.83	26	56.00	37.50	4	0.00	16.67
Grade 5	44	38.46	35.71	38	42.31	28.57	19	19.23	35.71
All Grades	49	44.16	41.98	35	45.45	30.86	16	10.39	27.16

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	38.46	41.38	64	53.85	31.03	14	7.69	27.59
Grade 4	48	40.00	33.33	48	52.00	41.67	4	8.00	25.00
Grade 5	22	34.62	21.43	50	50.00	50.00	28	15.38	28.57
All Grades	30	37.66	32.10	53	51.95	40.74	17	10.39	27.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	38.46	37.93	55	50.00	41.38	14	11.54	20.69
Grade 4	52	32.00	41.67	43	64.00	45.83	4	4.00	12.50
Grade 5	22	38.46	14.29	69	38.46	64.29	9	23.08	21.43
All Grades	34	36.36	30.86	57	50.65	50.62	9	12.99	18.52

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 5	*	*	*	*
All Grades				*

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

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

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

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*					*
Grade 5	*	*					*
All Grades	*	*	*	*			*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*			*	*	*
Grade 2	*	*					*
Grade 3	*	*					*
Grade 5	*	*					*
All Grades	*	*			*	*	*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*					*
Grade 5	*	*	*	*			*
All Grades	*	*	*	*			*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 2	*	*					*
Grade 3			*	*			*
Grade 5	*	*	*	*			*
All Grades	*	*	*	*			*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
174	31.0%	2.3%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	2.3%
Homeless	3	1.7%
Socioeconomically Disadvantaged	54	31.0%
Students with Disabilities	13	7.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	5	2.9%
Asian	3	1.7%
Hispanic	14	8.0%
Two or More Races	14	8.0%
Pacific Islander	1	0.6%
White	134	77.0%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. This data shows Browns Valley performing in the green indicator area for English Language Arts and the green area for Math as well.
2. Browns Valley shows an opportunity for growth in the Suspension rate area and the Chronic Absenteeism area, both in the orange indicator.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	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.

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

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
11.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -6.6 points	2 students	
73 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1 students	Increased 22 points	9 students
	26 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	No Performance Color 0 Students	Green 15.3 points above standard Declined -12.1 points 56 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 2 students	0 Students	8.5 points above standard Declined -7.4 points 70 students

Conclusions based on this data:

1. This data shows that there are no significant subgroups at Browns Valley School.

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.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green 17.5 points above standard Declined -11.1 points 73 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color 0.1 points above standard Maintained -2.6 points 26 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	No Performance Color 0 Students	Green 26.1 points above standard Declined -10.7 points 56 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 2 students	0 Students	16.2 points above standard Declined -10.7 points 70 students

Conclusions based on this data:

1. This data shows that there are no significant subgroups at Browns Valley School.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	1	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
7.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.8%	8 students	0 students
183 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	15.3% chronically absent	17.6% chronically absent
2 students	Increased 3.2%	Increased 12.1%
	59 students	17 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 students	5 students	3 students	0 students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	Green
26.3% chronically absent	5.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	4.4% chronically absent
Increased 16.3%	Increased 5.6%	1 students	Declined 0.7%
19 students	18 students		137 students

Conclusions based on this data:

1. This data shows that there are no significant subgroups at Browns Valley School.

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	0	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
2.7% suspended at least once	Less than 11 Students - Data Not	0 Students
Increased 2.2%	8 students	
187 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not	8.1% suspended at least once	0% suspended at least once
4 students	Increased 6.4%	Maintained 0%
	62 students	17 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data 5 students	Less than 11 Students - Data 3 students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Orange
5.3% suspended at least once Increased 5.3% 19 students	5.6% suspended at least once Increased 5.6% 18 students	Less than 11 Students - Data 1 students	1.4% suspended at least once Increased 1.4% 141 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.1% suspended at least once	0.5% suspended at least once	2.7% suspended at least once

Conclusions based on this data:

1. This data shows that there are no significant subgroups at Browns Valley School.

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

Provide learning opportunities that result in increased academic achievement and ensure equality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from both interim and summative CAASPP tests, district benchmarks, and curricular assessments. In ELA and Math, growth will occur of 5% or more.

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)

All Students

Strategy/Activity

Library Resource Technician: Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, helping students to develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA CCSS, monitoring students' progress on AR and STAR, working with students who are reading below grade level in small group settings and 1:1 within the library setting and providing technology support and keyboarding skills.

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)
12,700	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Waterford: Provide technology components, and supplies to support and compliment the implementation of the district adopted ELA and math curriculum and supplementary curriculum via the Smartboard and ELMO. This will support the CCSS, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Learning contracts and the Waterford contracts or a comparable program to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote the proficiency of CCSS.

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)
2700	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to pre-teach and reteach essential standards, promote critical thinking skills, and reinforce academic language.

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)

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

Supplemental Materials: Vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the CCSS; allowing teachers to present core concepts through multiple

avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.

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)
1,000	Targeted

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

Copier and maintenance contract to provide supplemental resources for the classroom

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)
1,700	Targeted

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

Provide for alternatives to suspension and time spent in the office in order to maximize instructional time in the classroom for success in CCSS ELA and Math.

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)
1,900	Targeted

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See Goal #1).

Identified Need

Chronic absenteeism continues to be an issue that Cordua school struggles with as indicated by the CDE dashboard. Referral and suspension rates also rose from last year as compared to the year prior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referrals/suspensions/attendance percentages	96% or higher in attendance and discipline referrals. 16.2% chronically absent and .4% suspension rate.	Decrease in chronic absenteeism by 2%. Decrease in suspension rate.

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)

All students

Strategy/Activity

PBIS materials and supplies. Monthly incentives program for excellent attendance.

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)

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 3

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

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)

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 4

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

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)

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 5

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

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)

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	$20,000.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I		
Title I Carryover		
Title I Parent Involvement		
Title I Parent Involvement Carryover		
CSI		
Targeted	20,039	39.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	20,000.00
Goal 2	
Goal 3	
Goal 4	
Goal 5	
Goal 6	

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

1 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

Name of Members	Role
Heather Strickland	Principal
Kim Hutton	Other School Staff
Kirsten Sweeney	Classroom Teacher
Michelle Parsons	Parent or Community Member

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

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:

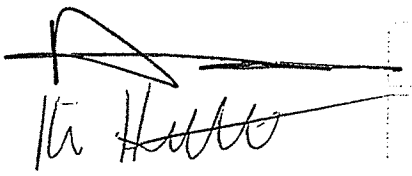
Signature	Committee or Advisory Group Name
	Other: Browns Valley School Parent Teacher Association

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, Heather Strickland on 5/28/19

SSC Chairperson, Kim Hutton on 5/28/19

School Year: **2019-20**

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
Cedar Lane Elementary School	58-72736-6056659	May 29, 2019	

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)

Comprehensive Support and Improvement

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.

Cedar Lane has embraced the Professional Learning Community model. We work with Solution Tree in order to increase student achievement. All monies in the School Plan are dedicated to improving attendance, decreasing suspensions, reducing chronic absenteeism and increasing student achievement.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

School Performance according to CDE, Attendance records, Discipline records, Teacher Surveys, Parent Surveys, Observations Library Usage, EL Progress, PD taken, PD Plans

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Current enrollment at Cedar lane is 538 students. We are 93.3% socioeconomically disadvantaged. Our population is 34% English Learners and 1.3% Foster youth. In English Language Arts we are 83.3 points below standard, but we increased 4.5 points in the 2017-18 school year. In Math we are 80.2 points below standard and we maintained at an increase of 0.8%. On the English Proficiency Assessments for Californina shows we have 21% of our EL students at Level 4, Well developed, 41% at Level 3, moderately developed, 22.5% somewhat developed at Level 2 and 15.5% at Level1, Beginning Stage. We have 12.7% Chronically Absent. This declined 1.4% over last year. We have 9% of our students suspended at least once. This declined 2%.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Our long-term research shows that approximately 25 out of 75 students that begin in Kindergarten, complete the 6th grade with us. Many of our students attend more that 3 school in their elementary years. We have students that lack glasses for multiple years. Currently, we have a student in the 5th grade that has not passed a hearing test since Kindergarten. We are following up on each and every student and perstering until the student needs are take care of. All resources foces on student achievement.

Chronic absenteeism is an issue. We are focused on positive rewards for attendance and even improved attendance. We do random attendance awards. We seek to find out the causes of poor attendance and help remediate the issues if possible. We encourage students to come to school every day.

While our suspension rate is at 9% we are working to reduce it by offering alternatives to suspension. We have removed students to a different classroom (at their grade level), we have videos that we ask them to watch, (Suite 360) and we offer Saturday School for 4-6 grades. We also use alternative methods and fit the consequence to the infraction. (i.e., a student messes up the bathroom, we ask permission from the parent and the student cleans the bathroom). Campus beautification is a great consequence.

Our schedule includes 1 hour for each grade level to receive intervention.

Fo our EL students, we reclassified 9 students this year.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

We need to continue to work within our PLC groups. Fine tuning with assessments, what exactly do we want students to learn, how will we know when they get it, what we will do when they do get it, and what we will do when they don't get it. Teaching with laser focus as well as identifying learning targets with Smart Goals . Additionally, identifying Language Objectives for lessons as well as academic vocabulary is a priority.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

We continue to support the PLC process with an overall PLC conference for those that want to attend. We are sending 13 teachers and 2 admin to PLC in July. Of those attending, three are brand new teachers. We have sent 4 teacher and two admin to Design in 5 (name has changed) and we see the cracks in our procedures. This has made us aware of things we missed and will plan to take other teachers.

Discussion took place about student attidudes in learning. Our students often say, "I can't do this" "It is too hard". We need to change that mindset and have planned a Growth Mindset Assembly early in the school year that will also include staff training, and ongoing curriculum. Our plan is that students, as well as staff, will be positive about the growth of our students.

At the close of this school year, Admin is attending PBIS Rewards in order to facilitate greater implementation.

Trauma informed Care and Restorative practices are both topics of future professional development. Trauma is prevelant in our community. Kids come to school hungry, up all night, homeless, fighting in the household, just to name a few. We cannot fill their cups whin it is full already. We need staff to identify students that have trauma and then know how to help them feel safe and create a climate of learning. Restorative practices help students recognize when they have offended someone whether with deeds or words and how they can work to restore the relationship.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

We seek input from parents during our Parent Meetings, ELAC and Site Council Meetings.

Teachers communicate with parents with regards to grades, behavior, as needed. Parent conferences are held twice a year. Many teachers use Clas Dojo or Remind to communicate with parents. Teachers communicate with parents at Back to School Night sharing their behavior expectations, PBIS, and Educational Commitments.

Site Council is well-attended and parents are mandatory. Many suggestions come from the parents at these meetings. All parents are asked to read with their students every night, even for just 10 minutes. Teachers often send home activities parents can complete with their children as well.

Teachers share how it is going. We think we can improve this by having reading nights, science nights, STEM ights, California History days all of which would necessitate parental involvement.

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

Site Council, ELAC, and teachers. We held meetings and had discussions with all parties.

Resource Inequities

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

None

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.7%	2.3%	2.23%	9	12	12
African American	3.1%	2.8%	3.72%	16	15	20
Asian	13.2%	11.7%	13.38%	69	62	72
Filipino	%	%	%			
Hispanic/Latino	45.9%	47.5%	47.96%	240	251	258
Pacific Islander	.8%	1.0%	0.37%	4	5	2
White	33.7%	31.3%	28.44%	176	165	153
Multiple/No Response	1.7%	0.8%	1.30%	9	4	7
			Total Enrollment	523	528	538

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	88	94	97
Grade 1	76	65	78
Grade 2	69	68	72
Grade3	78	77	68
Grade 4	67	77	75
Grade 5	68	75	79
Grade 6	77	72	69
Total Enrollment	523	528	538

Conclusions based on this data:

1. Our population is growing
2. Our EL population, particularly Hispanic is growing and Whit subgroup is declining.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	226	219	183	43.2%	41.5%	34.0%
Fluent English Proficient (FEP)		4	19		0.8%	3.5%
Reclassified Fluent English Proficient (RFEP)	10	1	14	1.9%	0.4%	6.4%

Conclusions based on this data:

1. We fluctuate with moving students to RFEP.
2. Our plan is to use Language Objectives for all lessons and provide realia for items that we are able.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	83	79	67	81	79	66	80	79	66	97.6	100	98.5
Grade 4	68	78	74	67	78	74	63	78	74	98.5	100	100
Grade 5	68	77	81	68	73	79	66	73	78	100	94.8	97.5
Grade 6	85	77	66	85	77	65	85	77	65	100	100	98.5
All Grades	304	311	288	301	307	284	294	307	283	99	98.7	98.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2346.	2346.	2337.	4	3.80	0.00	10	16.46	12.12	23	15.19	24.24	64	64.56	63.64
Grade 4	2387.	2388.	2388.	3	3.85	5.41	6	7.69	10.81	32	20.51	18.92	59	67.95	64.86
Grade 5	2404.	2399.	2428.	3	0.00	3.85	5	8.22	16.67	24	19.18	24.36	68	72.60	55.13
Grade 6	2447.	2448.	2455.	1	0.00	0.00	14	19.48	10.77	29	27.27	41.54	55	53.25	47.69
All Grades	N/A	N/A	N/A	3	1.95	2.47	9	13.03	12.72	27	20.52	26.86	61	64.50	57.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	7.59	4.55	31	30.38	31.82	61	62.03	63.64
Grade 4	7	7.69	5.48	28	43.59	41.10	66	48.72	53.42
Grade 5	5	2.74	7.79	30	45.21	45.45	65	52.05	46.75
Grade 6	0	1.30	4.62	40	45.45	41.54	60	53.25	53.85
All Grades	4	4.89	5.69	33	41.04	40.21	63	54.07	54.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	1.27	0.00	31	32.91	30.30	64	65.82	69.70
Grade 4	3	2.56	2.74	38	30.77	28.77	59	66.67	68.49
Grade 5	2	2.74	9.09	30	32.88	33.77	68	64.38	57.14
Grade 6	2	5.19	0.00	32	27.27	43.75	66	67.53	56.25
All Grades	3	2.93	3.21	33	30.94	33.93	64	66.12	62.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	6.33	6.06	46	53.16	59.09	49	40.51	34.85
Grade 4	5	5.13	8.22	62	48.72	61.64	33	46.15	30.14
Grade 5	3	2.74	7.79	52	38.36	48.05	45	58.90	44.16
Grade 6	4	1.30	3.08	71	63.64	64.62	26	35.06	32.31
All Grades	4	3.91	6.41	58	51.14	58.01	38	44.95	35.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	6.33	4.55	34	37.97	40.91	61	55.70	54.55
Grade 4	0	6.41	8.22	57	38.46	43.84	43	55.13	47.95
Grade 5	5	2.74	7.79	52	27.40	37.66	44	69.86	54.55
Grade 6	6	3.90	6.15	58	49.35	55.38	36	46.75	38.46
All Grades	4	4.89	6.76	50	38.44	44.13	46	56.68	49.11

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	83	79	67	81	79	66	81	79	66	97.6	100	98.5
Grade 4	68	78	74	66	78	74	61	78	74	97.1	100	100
Grade 5	68	76	81	68	72	77	66	72	77	100	94.7	95.1
Grade 6	85	76	66	85	75	64	85	75	64	98.8	98.7	97
All Grades	304	309	288	300	304	281	293	304	281	98.4	98.4	97.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2367.	2359.	2359.	1	2.53	1.52	10	7.59	15.15	27	30.38	24.24	62	59.49	59.09
Grade 4	2433.	2430.	2421.	2	3.85	2.70	25	15.38	21.62	38	39.74	29.73	36	41.03	45.95
Grade 5	2434.	2424.	2457.	0	0.00	7.79	9	4.17	10.39	32	36.11	32.47	59	59.72	49.35
Grade 6	2432.	2453.	2443.	0	1.33	1.56	4	9.33	4.69	34	33.33	37.50	62	56.00	56.25
All Grades	N/A	N/A	N/A	1	1.97	3.56	11	9.21	13.17	32	34.87	30.96	56	53.95	52.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	6.33	7.58	20	25.32	25.76	77	68.35	66.67
Grade 4	20	11.54	13.51	25	28.21	32.43	56	60.26	54.05
Grade 5	2	0.00	7.79	29	29.17	31.17	70	70.83	61.04
Grade 6	0	4.00	4.69	22	28.00	26.56	78	68.00	68.75
All Grades	5	5.59	8.54	24	27.63	29.18	71	66.78	62.28

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	1.27	6.06	38	46.84	22.73	60	51.90	71.21
Grade 4	5	10.26	5.41	44	35.90	37.84	51	53.85	56.76
Grade 5	0	0.00	6.49	26	36.11	42.86	74	63.89	50.65
Grade 6	0	5.33	1.56	31	32.00	32.81	69	62.67	65.63
All Grades	1	4.28	4.98	34	37.83	34.52	64	57.89	60.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	5.06	4.55	53	44.30	36.36	42	50.63	59.09
Grade 4	8	5.13	8.22	54	51.28	43.84	38	43.59	47.95
Grade 5	0	1.39	5.19	39	37.50	44.16	61	61.11	50.65
Grade 6	0	1.33	0.00	52	38.67	43.75	48	60.00	56.25
All Grades	3	3.29	4.64	50	43.09	42.14	47	53.62	53.21

Conclusions based on this data:

1. While we are improving, we have a great deal of growing ahead of us.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1397.4	1408.9	1370.3	31
Grade 1	1437.8	1451.0	1423.9	36
Grade 2	1473.3	1478.4	1467.8	35
Grade 3	1489.5	1502.7	1475.9	27
Grade 4	1495.6	1505.3	1485.5	24
Grade 5	1524.3	1530.9	1517.2	23
Grade 6	1544.0	1569.5	1517.8	22
Grade 7	*	*	*	*
All Grades				200

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	31
Grade 1	*	*	17	47.22	*	*	*	*	36
Grade 2	*	*	19	54.29	*	*	*	*	35
Grade 3	*	*	12	44.44	*	*	*	*	27
Grade 4	*	*	*	*	*	*	*	*	24
Grade 5	*	*	11	47.83	*	*	*	*	23
Grade 6	*	*	*	*	*	*	*	*	22
Grade 7							*	*	*
All Grades	42	21.00	82	41.00	45	22.50	31	15.50	200

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	11	35.48	*	*	*	*	*	*	31
Grade 1	13	36.11	16	44.44	*	*	*	*	36
Grade 2	20	57.14	*	*	*	*	*	*	35
Grade 3	*	*	*	*	*	*	*	*	27
Grade 4	*	*	*	*	*	*	*	*	24
Grade 5	17	73.91	*	*	*	*	*	*	23
Grade 6	18	81.82	*	*	*	*	*	*	22
Grade 7							*	*	*
All Grades	99	49.50	52	26.00	26	13.00	23	11.50	200

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	14	45.16	*	*	31
Grade 1	*	*	*	*	*	*	15	41.67	36
Grade 2	*	*	11	31.43	15	42.86	*	*	35
Grade 3	*	*	*	*	12	44.44	13	48.15	27
Grade 4	*	*	*	*	*	*	*	*	24
Grade 5	*	*	11	47.83	*	*	*	*	23
Grade 6	*	*	*	*	*	*	*	*	22
Grade 7							*	*	*
All Grades	21	10.50	44	22.00	68	34.00	67	33.50	200

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	35.48	15	48.39	*	*	31
Grade 1	13	36.11	21	58.33	*	*	36
Grade 2	19	54.29	15	42.86	*	*	35
Grade 3	*	*	16	59.26	*	*	27
Grade 4	*	*	16	66.67	*	*	24
Grade 5	*	*	12	52.17	*	*	23
Grade 6	*	*	13	59.09	*	*	22
Grade 7					*	*	*
All Grades	68	34.00	108	54.00	24	12.00	200

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	13	41.94	31
Grade 1	16	44.44	15	41.67	*	*	36
Grade 2	20	57.14	13	37.14	*	*	35
Grade 3	20	74.07	*	*	*	*	27
Grade 4	17	70.83	*	*	*	*	24
Grade 5	20	86.96	*	*	*	*	23
Grade 6	20	90.91	*	*	*	*	22
Grade 7					*	*	*
All Grades	123	61.50	48	24.00	29	14.50	200

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	21	67.74	*	*	31
Grade 1	*	*	15	41.67	17	47.22	36
Grade 2	*	*	13	37.14	16	45.71	35
Grade 3	*	*	11	40.74	15	55.56	27
Grade 4	*	*	*	*	13	54.17	24
Grade 5	*	*	14	60.87	*	*	23
Grade 6	*	*	*	*	15	68.18	22
Grade 7					*	*	*
All Grades	23	11.50	85	42.50	92	46.00	200

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	12	38.71	12	38.71	31
Grade 1	*	*	21	58.33	14	38.89	36
Grade 2	*	*	27	77.14	*	*	35
Grade 3	*	*	16	59.26	*	*	27
Grade 4	*	*	16	66.67	*	*	24
Grade 5	*	*	14	60.87	*	*	23
Grade 6	*	*	15	68.18	*	*	22
Grade 7					*	*	*
All Grades	28	14.00	121	60.50	51	25.50	200

Conclusions based on this data:

1. While students are making progress, we need to continue and build further on the writing component.
2. Reading is another focus for us. We to ensure students are well-developed readers by third grade.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
538	93.3%	34.0%	1.3%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	183	34.0%
Foster Youth	7	1.3%
Homeless	11	2.0%
Socioeconomically Disadvantaged	502	93.3%
Students with Disabilities	87	16.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.7%
American Indian	12	2.2%
Asian	72	13.4%
Hispanic	258	48.0%
Two or More Races	14	2.6%
Pacific Islander	2	0.4%
White	153	28.4%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
3	3	0	0	0

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

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
83.3 points below standard	80.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 4.5 points	Increased 3.8 points	3 students
255 students	113 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
Less than 11 Students - Data Not Displayed for Privacy	85 points below standard	139.8 points below standard
10 students	Maintained 1.7 points	Declined -6.1 points
	248 students	54 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Orange 86.8 points below standard Increased 9.8 points 32 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 83.3 points below standard Increased 6 points 126 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Red 81.9 points below standard Maintained 2.2 points 75 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
107.1 points below standard Declined -15.9 points 82 students	8.7 points below standard 31 students	85.8 points below standard Increased 4.6 points 142 students

Conclusions based on this data:

1.

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.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange		Green	Blue
1	2	3	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
80.2 points below standard	78.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.8 points	Increased 3.5 points	3 students
252 students	113 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	81.8 points below standard	142.9 points below standard
10 students	Maintained -1.4 points	Maintained -2.4 points
	246 students	53 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Yellow 83.9 points below standard Increased 10.1 points 32 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 78.3 points below standard Increased 4.7 points 125 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Orange 81.5 points below standard Declined -8.8 points 74 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
102.8 points below standard Declined -16.6 points 82 students	14.4 points below standard 31 students	81.6 points below standard Maintained -1.2 points 139 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
200	21%	41%	22.5%	15.5%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	2	1

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow 12.7% chronically absent Declined 1.4% 589 students	Green 3.1% chronically absent Declined 1.7% 225 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 50% chronically absent Declined 4.2% 26 students	Yellow 12.9% chronically absent Declined 1.1% 549 students	Orange 18.3% chronically absent Increased 2.6% 109 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 24% chronically absent Increased 4% 25 students	No Performance Color 26.7% chronically absent Declined 11.8% 15 students	Blue 1.3% chronically absent Declined 4.2% 75 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 8.9% chronically absent Declined 3.8% 280 students	No Performance Color 25% chronically absent Declined 8.3% 24 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Red 19.3% chronically absent Increased 4.2% 166 students

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange		Green	Blue
2	1	3	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
9% suspended at least once	3.8% suspended at least once	27.3% suspended at least once
Declined -2%	Declined -0.5%	Declined -4.5%
623 students	234 students	11 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
14.7% suspended at least once	9% suspended at least once	12.9% suspended at least once
Declined -2.5%	Declined -2.2%	Increased 4.8%
34 students	577 students	116 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 11.5% suspended at least once Increased 11.5% 26 students	 No Performance Color 20% suspended at least once Declined -26.2% 15 students	 Orange 2.5% suspended at least once Increased 1.1% 79 students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 8.2% suspended at least once Increased 0.4% 291 students	 No Performance Color 7.1% suspended at least once Declined -5.4% 28 students	 No Performance Color Less than 11 Students - Data 2 students	 Yellow 12.2% suspended at least once Declined -5.4% 180 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
7.1% suspended at least once	11% suspended at least once	9% suspended at least once

Conclusions based on this data:

1.

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

Increase Student Achievement

Goal 1

Professional Development

Identified Need

Teachers have spent the last three years training in PLC. While new teachers need PLC professional development. it is also apparent and necessary for:
Trauma Informed Care
Restorative Justice.
PLC for new teachers
Instruction by Design (Solution Tree)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Growth on State CAASP assessment	15% are at grade level or above	Growth from 1-5%

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)

Professional Development for all staff (helps all students)
Positive Culture: Growth Mindset (Helps all staff and students)
Trauma Informed Care and Restorative Justice (all students)

Strategy/Activity

Growth Mindset is used to convince students that they can do it, even if it takes more than one try to complete a task.
Trauma Informed Care is used for teachers to realize our students have many struggles that they may not be aware of initially. i.e. lack of food, fighting in the home, lack of sleep,
Restorative Justice is a means of alternate methods of behavior modifications besides suspension.
Professional Learning Communities
Sacramento County Office of 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)
30000	Title I
3600	Discretionary

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

Increase Student Achievement

Goal 2

Para-educators to provide small group intervention under the direction of the teacher and PLC collaborative group.

Identified Need

Grade levels are to use small groups in order to serve students. While the para is assigned to a teacher, the para is to serve multi-teacher groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase of student achievement.	CAASPP data for 17-18 15% at grade level or better	Increase of 1-5%

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)

Small group instruction at the student's level (all students)

Strategy/Activity

Small Group Instruction

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)
170,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students,

Strategy/Activity

Computers and ipads are necessary for staff and students. Computers for teachers in order to run technology rich computers. The need to update computers is an ongoing issue.

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)
10,000	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Services Coordinator will provide students with academic counseling, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Youth for Change. Will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, Student Services Coordinator will provide and request vision and hearing screening, participate in the SST process.
Curriculum Coach will provide coaching to teachers with regards to the Core programs and the identification of Making Learning Visible; Where are you going, what is your next step, and how will you know when you get there. As well, participate in the PLC process by assisting with collaboration and assisting with grade level common formative assessments

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)
64000	Targeted

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

Reading is fundamental to learning at all levels. The library will provide supplemental services to support literacy through technology, leveled reading, reading activities and challenges, and enhance the core curriculum with books expanding the themes of the classroom units. The Literacy Resource Technician will provide assistance to students in selecting books to support and challenge their reading level while enhancing learning and the continual quest for knowledge.

Multiple opportunities for students to choose free reading selections will be provided and reading challenges will fuel students desire to read.

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)
7000	Targeted

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
Staff Member to facilitate technology to make it useable at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum and technology.

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	

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
Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in education to engage students in their individual learning experience. Ipad covers. Bulbs for short throws. Printers computer cart

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)

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

Contracts and support materials will be purchased to compliment the core curriculum through supplemental programs such as Discovery Education, Starfall, Brain Pop, Moby Max, Newsela, Vocabulary Spelling City, Waterford, ,Happy Numbers.
Starfall $70
Discovery $2600
Brain Pop $2395
Moby Max $1795
Waterford $10,940 More licenses for students +225.82
Vocabulary Spelling City $1153
NewsELA $4000
Happy Numbers, $399

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)
26,000	Targeted

Strategy/Activity 8

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

All Students

Strategy/Activity

Copiers in a Title I schoolwide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning envireonment. The purchase allows for introduction of multiple methods to reach students. Students who are not able to grasp conepts throught e textbook alone will have additional ezposures to increase student comprehension and move students toward mastery. Supplemental instuctional aids are critical when site goals are focused on closing the achievement gap. Integrated level intervention programs require supplemental materials to be copied on a daily basis.
01 0003 0 1110 1000 5801 105 5299

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)
13000	Targeted

Strategy/Activity 9

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

Strategy/Activity
Supplemental materials and programs to enhance the California state adopted curriculum will be purchased. These items include, but are not limited to, paper and printer ink to support supplemental programs such as: Renaissance, GLAD Strategies, Read Naturally, Avenues, Starfall worksheets, and Handwriting Without Tears, Head phones Supplementary materials to enhance the classroom environment and to create complete usage of programs such as AR, Starfall, Materials for supplemental projects. Leveled books. STEM activities and 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)	Source(s)
20000	Targeted

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

Parent Involvement

Goal 3

Increase Parent Involvement

Identified Need

We have parental support but it is not widespread.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase parent involvement (number of parents/opportunities for involvement)	15 parents on average and 15 opportunities/	30+ parents and 30 opportunities/

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)

All Students

Strategy/Activity

Contact Yuba College to see if there is an interest in classes on CLE campus
Sutter Yuba Mental Health Strenghening Families

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)

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	$347,800.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	199,988	-12.00
Title I Carryover		
Title I Parent Involvement	2,498	298.00
Title I Parent Involvement Carryover		
CSI		
Targeted	162,268	22,268.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	33,600.00
Goal 2	312,000.00
Goal 3	2,200.00
Goal 4	
Goal 5	
Goal 6	

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

1 Classroom Teachers

Name of Members	Role
Jill Segner	Principal
Katie Uebner	Classroom Teacher
Chris Clinkenbeard	Other School Staff
Juana Benites	Parent or Community Member
Maria Gomez	Parent or Community Member
Maria Soto	Classroom Teacher
Lily Aceves	Parent or Community Member

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

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
Maria Gomez	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 11/1/2018.

Attested:

Jill M Segner

Principal, Jill Segner on 5/29/19

Chris Clinkenbeard

SSC Chairperson, Chris Clinkenbeard on 5/29/19

School Year: 2019-20

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
Cordua Elementary School	58-72736-6056667		

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.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

The data sources considered in the Comprehensive Needs Assessment are as follows: CAASPP ELA and Math (both summative and interim), ELPAC, California Department of Education (CDE) dashboard data which includes information regarding ELA and Math test scores, Chronic Absenteeism, and rates of suspension. In addition, other data is considered including attendance reports in both aeries and A2A, discipline reports, and informal surveys with all stakeholders. Parent teacher conferences are another way to get data for use in deciding the needs of the school. PTO meetings also garner data from stakeholders.

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

During the 2018/2019 school year, Cordua Elementary School had a total enrollment of 104 students. Of those 104 students, 63.5 percent of them were considered socioeconomically disadvantaged, and 12.5 percent are designated English Language Learners. According to the CDE dashboard findings, Cordua students had slight increases in their test scores for both ELA and math. In ELA, Cordua is indicated in the orange section of the gauge, and maintained in that position with only a slight .3 percent increase. In math, Cordua students placed in the yellow section of the gauge, with an increase of 5.6 points over the year prior. CDE lists Cordua students as having an increase in suspension rate of .4 percent, and is in the orange color gauge on the dashboard. In regards to chronic absenteeism, 16.2 % of students were classified as chronically absent. This was a slight decrease from the year prior of .8 percent. Cordua elementary had 13 students last year identified as English Learners. Of the 13, 38.5% are at Level 4, 30.8% are at Level 3, 15.4% are at Level 2, and 15.4% are at Level 1. In December of last year, 3 of the Level 4 EL students were reclassified, and are no longer identified as EL students. While Cordua students are showing some growth in the academic testing areas, there is still room for improvement as they are between 36.9 and 39.5% below standard. Also an area of concern is the 16.2% of students that are chronically absent.
With an emphasis on building up the Cordua School Library, a total of 139 new books were added during the 2018/2019 school year. Students checked out approximately 9,400 books from the library.
An informal survey was given to Staff, Site Council members, and parents that uncovered some additional needs at the school. Funding for an additional 3.5 hour para educator (for a total of 3), further teacher/staff Professional Development, Support Instructional Materials, PBIS (Positive Behavior Intervention and Support) supports, classroom technology, after school tutoring, and Accelerated Reader books for the Library.
A possible positive influence on both academic success and social/emotional success of students at Cordua Elementary might be an elementary school counselor, even if part time. Informal staff data as well as discipline statistics have shown a need for some additional supports in addressing the emotional and social health of students.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*

- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

More than half of Cordua Elementary School's student population are not in the attendance area due to overflow and transfers from other schools. This does play a role in the chronic absenteeism. For many students, the distance that they might have to travel from home to school is between 5-10 miles, which can take them up to 30 minutes. This is challenging when attempting to decrease the chronic absenteeism of the 16.2% of students at Cordua identified. An intervention program for second through 5th grade was started for this year, as well as some after school tutoring for fourth and fifth grade. But, these programs were not in place for the school year in which the CDE dashboard data is being measured. One thing that was in implementation for the 2018/2019 school year is that a half time para educator was employed at Cordua Elementary. This half time para pushed into the upper grades third, fourth, and fifth; and she helped primarily in the 4th and 5th grade room where there is a combination class.
The addition of the para educator is considered to be a large reason for the growth in ELA and math scores in the upper grades. Another para educator to help the younger grades is an identified need for next year. Kindergarten students also stay for an extended day to gain additional instructional minutes. Teachers have collaborated with other sites to choose essential standards of focus in ELA and math for Kindergarten through fifth grade. Teachers meet almost every week on Wednesdays to collaborate and examine performance data. This is more challenging at small sites where there is only one teacher per grade level, as is the case at Cordua Elementary. Data is collected and examined regarding EL students through the ELPAC test given to each year, as well as the ELPAC initial test given to determine if a student qualifies as an English Learner. Chronic Absenteeism is measured by both the attendance clerk at Cordua and the Principal using aeries and the district purchased A2A program. Suspension rates are identified and addressed by the principal using aeries.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

As indicated previously, chronic absenteeism likely plays a role in the lower than the states average test scores in the academic areas of ELA and math. It is also likely that the high chronic absenteeism rate stems from the fact that more than half of Cordua's student population resides outside the attendance area. There was however an increase in ELA and math scores as compared to the previous year, in part due to the addition of the half time para educator. It is the opinion of the staff and site council that another para to push into the lower grades and to assist with Intervention time during the instructional day is needed. Additionally, continued support of PBIS will reduce referrals and create alternatives to suspensions. Continued funding for PBIS and it's support programs ensure that students are in school receiving instruction to maximize learning time and minimize any time spent out of the classroom.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Indications of a need for PBIS professional development are present at Cordua School. Informal staff surveying during meeting time determines the direction for PD. In addition, data also provides insight into the PD needs of Cordua Elementary School. PBIS, Positive Behavior Intervention Systems, is a school-wide system of expectations and program that will help with the issues of chronic absenteeism as well as suspension rates. PBIS also serves to help classrooms run smoothly and maximize instructional time. SWIS is an online based program purchased to track student discipline data and to provide information in regards to how the PBIS program is functioning at any given time throughout the school year. SWIS data is monitored and analyzed regularly by the staff.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Each year Cordua parents and families attend Back to School Night which includes a Title 1 informational component. The SPSA is shared with site level advisory groups on a routine basis when discussing the goals of the school site as well as how the budget allows for purchasing of items, programs, and professional developments opportunities. Cordua Elementary School has a very involved Parent Teacher Organization (PTO) that is very much involved in most aspects of the school. The input of the PTO is sought after often, both formally in PTO meetings and informally as well. Teachers routinely communicate with parents and guardians using many methods. Most teachers use a texting type program called dojo that they communicate with stakeholders though. Parent/Teacher conferences happen for all students at least once a year. And SST and or IEP meetings happen when necessary to address student concerns. The school as a whole communicates with families using newsletters, auto-dialer messages that go home, a marquee at the front of the school, and the remind app.

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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	3.2%	1.92%		4	2
African American	%	%	%			
Asian	%	1.6%	1.92%		2	2
Filipino	%	%	%			
Hispanic/Latino	%	24.8%	22.12%		31	23
Pacific Islander	%	%	%			
White	%	64.0%	68.27%		80	71
Multiple/No Response	%	%	%			
	Total Enrollment				125	104

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		24	10
Grade 1		25	21
Grade 2		19	23
Grade3		27	14
Grade 4		17	24
Grade 5		13	12
Total Enrollment		125	104

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		16	13		12.8%	12.5%
Fluent English Proficient (FEP)		1	0		0.8%	0
Reclassified Fluent English Proficient (RFEP)					0.0%	0

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	26	17	15	26	17	15	26	16	100	100	100
Grade 4	13	14	23	12	14	23	12	14	23	92.3	100	100
Grade 5	16	14	15	15	14	15	15	14	15	93.8	100	100
All Grades	44	54	55	42	54	55	42	54	54	95.5	100	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2350.	2392.	2395.	0	11.54	18.75	7	7.69	18.75	27	42.31	12.50	67	38.46	50.00
Grade 4	2431.	2420.	2428.	17	7.14	13.04	25	21.43	13.04	8	28.57	30.43	50	42.86	43.48
Grade 5	2458.	2484.	2509.	7	21.43	6.67	20	14.29	66.67	20	35.71	20.00	53	28.57	6.67
All Grades	N/A	N/A	N/A	7	12.96	12.96	17	12.96	29.63	19	37.04	22.22	57	37.04	35.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	11.54	18.75	40	57.69	37.50	60	30.77	43.75
Grade 4	25	14.29	8.70	33	57.14	56.52	42	28.57	34.78
Grade 5	20	35.71	13.33	27	21.43	73.33	53	42.86	13.33
All Grades	14	18.52	12.96	33	48.15	55.56	52	33.33	31.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	11.54	0.00	47	42.31	56.25	53	46.15	43.75
Grade 4	0	0.00	13.04	50	64.29	52.17	50	35.71	34.78
Grade 5	13	14.29	6.67	47	50.00	80.00	40	35.71	13.33
All Grades	5	9.26	7.41	48	50.00	61.11	48	40.74	31.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	11.54	12.50	53	53.85	75.00	47	34.62	12.50
Grade 4	8	7.14	13.04	50	42.86	69.57	42	50.00	17.39
Grade 5	7	21.43	13.33	60	57.14	66.67	33	21.43	20.00
All Grades	5	12.96	12.96	55	51.85	70.37	40	35.19	16.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	11.54	18.75	60	57.69	31.25	40	30.77	50.00
Grade 4	25	14.29	4.35	42	57.14	73.91	33	28.57	21.74
Grade 5	13	28.57	20.00	60	42.86	73.33	27	28.57	6.67
All Grades	12	16.67	12.96	55	53.70	61.11	33	29.63	25.93

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	26	17	15	26	17	15	26	16	100	100	100
Grade 4	13	14	23	12	14	23	12	14	23	92.3	100	100
Grade 5	16	14	15	15	14	15	15	14	15	93.8	100	100
All Grades	44	54	55	42	54	55	42	54	54	95.5	100	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2381.	2402.	2405.	0	7.69	12.50	13	19.23	18.75	60	38.46	25.00	27	34.62	43.75
Grade 4	2457.	2429.	2450.	0	0.00	8.70	33	7.14	21.74	50	50.00	34.78	17	42.86	34.78
Grade 5	2464.	2469.	2486.	7	7.14	0.00	20	7.14	20.00	33	42.86	53.33	40	42.86	26.67
All Grades	N/A	N/A	N/A	2	5.56	7.41	21	12.96	20.37	48	42.59	37.04	29	38.89	35.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	15.38	18.75	40	42.31	31.25	60	42.31	50.00
Grade 4	17	7.14	21.74	50	28.57	21.74	33	64.29	56.52
Grade 5	13	14.29	6.67	33	35.71	53.33	53	50.00	40.00
All Grades	10	12.96	16.67	40	37.04	33.33	50	50.00	50.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	3.85	18.75	60	53.85	56.25	40	42.31	25.00
Grade 4	0	0.00	8.70	58	57.14	47.83	42	42.86	43.48
Grade 5	13	7.14	13.33	13	57.14	33.33	73	35.71	53.33
All Grades	5	3.70	12.96	43	55.56	46.30	52	40.74	40.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	15.38	18.75	67	46.15	50.00	33	38.46	31.25
Grade 4	0	0.00	13.04	75	50.00	47.83	25	50.00	39.13
Grade 5	0	0.00	0.00	67	35.71	73.33	33	64.29	26.67
All Grades	0	7.41	11.11	69	44.44	55.56	31	48.15	33.33

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				13

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

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

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

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K			*	*			*
Grade 1	*	*	*	*			*
Grade 3			*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	*	*	*	*	*	*	13

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K			*	*			*
Grade 1	*	*			*	*	*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	*	*	*	*	*	*	13

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K			*	*			*
Grade 1	*	*			*	*	*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5			*	*			*
All Grades	*	*	*	*	*	*	13

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K					*	*	*
Grade 1	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	*	*	*	*	*	*	13

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
104	63.5%	12.5%	1.0%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	12.5%
Foster Youth	1	1.0%
Socioeconomically Disadvantaged	66	63.5%
Students with Disabilities	9	8.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	2	1.9%
Asian	2	1.9%
Hispanic	23	22.1%
Two or More Races	6	5.8%
White	71	68.3%

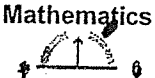
Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. This data shows Cordua students performing in the Orange indicator for ELA and Suspension rates.
2. This data shows Cordua students performing in the Yellow indicator for Math and Chronic Absenteeism.
3. This Dashboard data indicates that there is not a significant group of English Learners.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange		Green	Blue
0	2	0	0	0

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

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

All Students	English Learners	Foster Youth
Orange 36.9 points below standard Maintained 0.3 points 45 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Students	Orange 56 points below standard Maintained 1.8 points 31 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 37.3 points below standard Increased 31.7 points 12 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 0 Students	Orange 39.6 points below standard Declined -11.6 points 30 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 9 students	0 Students	36.8 points below standard Declined -6.6 points 36 students

Conclusions based on this data:

1. This data shows that Socioeconomically Disadvantaged students are a significant sub group, and that they scored in the Orange indicator gauge for ELA.
2. This subgroup is 56 points below the standard, and maintained from the year prior.

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.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange		Green	Blue
0	1	1	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow 39.5 points below standard Increased 5.6 points 45 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Students	Yellow 49.5 points below standard Increased 4.3 points 31 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 50 points below standard Increased 11.8 points 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 Orange 43.2 points below standard Maintained -2.6 points 30 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 9 students	0 Students	37.1 points below standard Maintained 2.9 points 36 students

Conclusions based on this data:

1. This dashboard demonstrates that Socioeconomically Disadvantaged students scored in the Yellow indicator for math.
2. This is 49.5 points below standard, with an increase of 4.3 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
13	38.5%	30.8%	15.4%	15.4%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
16.2% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 0.8%	Declined 12.5%	2 students
130 students	15 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	17.9% chronically absent	17.4% chronically absent
0 students	Declined 6.9%	Increased 17.4%
	84 students	23 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1 students	2 students	2 students	0 students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Orange
12.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	18.1% chronically absent
Declined 9.1%	9 students	0 students	Maintained 0.2%
33 students			83 students

Conclusions based on this data:

1. This dashboard data shows that Hispanic students were a significant subgroup, scoring in the Yellow indicator for Chronic Absenteeism.
2. This means that 12.1% of Hispanic students were chronically absent, which was a decline of 9.1%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
2.6% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not
Increased 0.4%	Maintained 0%	6 students
153 students	22 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not	2.9% suspended at least once	11.1% suspended at least once
6 students	Declined -0.3%	Increased 11.1%
	105 students	27 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 2 students	No Performance Color Less than 11 Students - Data 3 students	No Performance Color Less than 11 Students - Data 4 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 2.3% suspended at least once Declined -0.5% 43 students	No Performance Color Less than 11 Students - Data 10 students	No Performance Color 0 Students	Yellow 2.2% suspended at least once Maintained -0.1% 91 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.7% suspended at least once	2.2% suspended at least once	2.6% suspended at least once

Conclusions based on this data:

1. Socioeconomically Disadvantaged students were a significant subgroup of suspended students at Cordua, accounting for 2.9 percent.
2. Hispanic students made up 2.3% of students suspended at least once.

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

Provide learning opportunities that result in increased academic achievement and ensure equality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from both interim and summative CAASPP tests, district benchmarks, and curricular assessments. In ELA and Math, growth will occur of 5% or more.

Identified Need

In ELA 57.41% of students have not met or have nearly met the standard as indicated by CAASPP data. In math 72.23% of students have either not met or have nearly met the standard overall.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	ELA: 42.59% met or exceeded standard, Math: 27.78% met or exceeded standard	Growth of 5% or more in both ELA and Math. ELA: 47.59%, Math: 32.78%

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)

All Students

Strategy/Activity

ELA and Math instruction will be supported using two 3.5 hour para-educators to provide specific intervention with students for support in combination classes as well as within the school day intervention.

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)
24560	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide before and/or after school tutoring targeting students who are below proficent in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and reinforce academic language.

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)

Strategy/Activity 3

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

All students

Strategy/Activity

Provide technology components, and supplies to support and compliment the implementation of the district adopted ELA and math curriculum and supplementary curriculum via the Smartboard and ELMO. This will support the CCSS, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Learning contracts and the Waterford contracts or a comparable program to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote the proficiency of CCSS.

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)

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

Vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the CCSS; allowing teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.

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)

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

Provide highly engaging books and resources to supplement the Library. This will motivate students to read, and as a result, improve ELA skills.

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)

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

Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The use of effective high quality teaching strategies is essential in improving the academic achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house raining will also provide teachers the opportunity to hone their skills right on campus. Articulation releases teachers to meet as a grade level during the school day. Substitute costs are also included to make the professional development and growth possible for classroom 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) Source(s)

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

Literacy Resource Technician: Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, helping students to develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA and CCSS, monitoring students progress on AR, and providing technology support and keyboarding skills.

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)
9750	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide technology components, contracts and supplies to support and complement the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support CCSS, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Learning programs and Waterford or comparable programs to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of CCSS.

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)
1000	Targeted

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the CCSS. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and math.

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)
2206	Targeted

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

Continue maintenance contracts for the school copier to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves 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)	Source(s)
2745	Targeted

Strategy/Activity 11

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

All students

Strategy/Activity

Provide highly engaging books and resources to supplement the Library. This will motivate students to read, and as a result improve ELA skills and test scores will reflect this.

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)

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

Facilitate awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance as well as celebrate shared responsibility for student success.

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)
3000	Targeted

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

Provide for alternatives to suspension and time spent in the office in order to maximize instructional time in the classroom for success in CCSS, this includes a contract for Evolution Labs Suite 360..

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	Targeted

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. THis will support our student achievement goal (See Goal #1).

Identified Need

Chronic absenteeism continues to be an issue that Cordua school struggles with as indicated by the CDE dashboard. Referral and suspension rates also rose from last year as compared to the year prior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referrals/suspensions/attendance percentages	96% or higher in attendance and discipline referrals. 16.2% chronically absent and .4% suspension rate.	Decrease in chronic absenteeism by 2%. Decrease in suspension rate.

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)

All students

Strategy/Activity

Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, PE, technology and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with CCSS and used in the classroom to create a stronger home/school connection. Workshops can be translated into primary languages if needed.

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)

Strategy/Activity 2

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

All students

Strategy/Activity

Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.

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)
307	Title I Parent Involvement

Strategy/Activity 3

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

All students

Strategy/Activity

PBIS materials and supplies. Monthly incentives program for excellent attandance.

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)
1,000	Targeted

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

Increase parent, family, and community involvement in the education of all students.

Goal 3

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See School Goal #1).

Identified Need

Engaging all families and stakeholders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in events and engagement rates	PTO, classroom volunteers, community involvement, homework completion	

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)

All students

Strategy/Activity

Teacher release time: dedicate time each month for ongoing PLC and academic conferencing each trimester to discuss student progress, pace and develop curriculum that is aligned with CCSS, determine current levels f understanding, determine intervention groups, collaborate on instructional strategies that support CCSS, analyze assessment data, and set goals for all students academic success.

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)

Strategy/Activity 2

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

Strategy/Activity
Potential expenditures for outside consultants, conferences, substitutes, and materials for staff development: provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies within CCSS to positively impact student achievement.

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)

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 4

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

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)

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 5

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

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)

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	$46,568.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	24,560	0.00
Title I Carryover		
Title I Parent Involvement	307	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	21,701	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	45,261.00
Goal 2	1,307.00
Goal 3	
Goal 4	
Goal 5	
Goal 6	

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:

School Principal

Classroom Teachers

Name of Members	Role
Heather Strickland	Principal
Natalie Karnegas	Other School Staff
Liz Sanchez	Classroom Teacher
Eliza Pires	Classroom Teacher
Shannon Bennet	Classroom Teacher
Amy Hutton	Parent or Community Member
Myah Platt	Parent or Community Member
John Baadsgaard	Parent or Community Member

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

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:

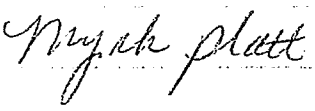
Signature	Committee or Advisory Group Name
	Special Education Advisory Committee
	Other: Cordua School Parent Teacher Organization

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

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

This SPSA was adopted by the SSC at a public meeting on 11/27/2018.

Attested:

Principal, Heather Strickland on	
SSC Chairperson, Myah Platt on	

School Year: **2019-20**

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
Mary Covillaud Elementary School	58-72736-6056733	May 20., 2019	

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

The purpose of the schoolwide program is a plan of actions to raise the academic performance of all

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.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; Parent Participation Data; Library Usage and Collection Inventories; Report cards;

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Upon examination of the CAASPP for 2017-2018, the site showed a growth of two percent proficiency in ELA and maintained in mathematics. Upon looking at the past three years, it was easy to see that the growth had been sixteen percent for the school in ELA with a growth of thirty-nine percent in ELA for third grade. Also, third grade had maintained a seventy-one percent proficiency level for the past two years in ELA. An emphasis has been placed on writing multiple genres with learner being expected to write clear and logical five paragraph essays. With this emphasis, third grade has helped build a stronger foundation for fourth and fifth grade learners not only in writing but in ELA.. Looking at math over the past three years, it is noted that although Mathematics had grown by six percent proficiency, it is an average of forty-eight percent proficiency. Also, fifth grade had dropped to twenty-seven percent proficient last school year. Upon examination, the team concluded that fifth grade had spent too much time on foundational skills versus higher level thinking skills and the CAASPP showed that.

Trends in school wide data shows the emphasis being placed on content standards determines the scores. Before the CAASPP was in effect, Mathematics scores school wide were approximately twenty percent higher than Language Arts scores. The opposite has happened since the CAASPP scores. Now we are eighteen percent higher in ELA than Mathematics. An emphasis has been placed on writing which has helped our ELA scores and we are still trying to teach higher levels of thinking in Mathematics through the use of the California Content Standards.

Trends for the sub groups are fascinating. Hispanic subgroups on the California Dashboard have been at level four as well as our English Limited (EL) in ELA. The bigger discrepancy is in Mathematics where the Hispanics population is at level four and yet the EL is at level two. We examined Report Cards and see the opposite. EL learners are higher in mathematics and lower in ELA. We conclude that higher levels of thinking are being taught in ELA where more foundational skills are being taught in Mathematics. Also, the fact that the mathematical vocabulary is more difficult to comprehend for our EL learners.

One of the biggest areas of concern is bridging the gap between ELA and Mathematics. The second claim of concern is being able to use our Professional Learning Community (PLC) effectively. The third concern is using the support staff in an efficient manner to help accelerate growth in our learners. The fourth claim is maintaining a full time library with ample reading material and books for all levels and subgroups.

The third grade scores over the past three years are the highest in both ELA and Mathematics at the school. There has been consistent growth over the past three years. An example is school wide scores in ELA were at forty-four in third grade three years ago. They increased to fifty five percent two years ago and finished at sixty-eight percent last school year. Mathematics on the other hand has been consistent in third grade over the past three years. This consistency is not there when you examine the mathematics scores in fourth and fifth grades. Fifth grade mathematics scores dropped thirty three percent in three years. When we examined the subgroups through the California Dashboard, there were no changes in Mathematics.

In ELA, we found we went up school wide but went down one level in our Black/African American subgroup and down two levels from a level five to level three in foster Youth. Also, we went down in Multiple race/Two or More in Mathematics from a level three to level one. All of our larger subgroups either stayed the same or went up. Our biggest concerns is these smaller subgroups and how to address their growth through the use of our PLC.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

The major cause for the current levels of performance has to do with a highly effective staff plus the implementation of the PLC process. Three years ago we began the PLC process and immediately scores started going up. Two years ago in our first complete year of the PLC process, the schoolwide growth shown by the California Dashboard was over fifteen percent in both ELA and Mathematics.

We have found the the PLC provides collaboration and instructions for implementing essential resources. At the present, we are using the instruction of our third grade teachers to provide Mathematic interventions for all grade levels. We also provide technology support through instruction for all teachers in our core programs.

The challenge is trying to reach every learner at their specific level. We provide two twenty-five minute periods a day just for intervention/enrichment. We have found the challenge in having the specific intervention to bring that learner to mastery. Even though we have groups of three or four, sometimes we need one on one support and that has been our major challenge. Our vision is "All Learners Will Learn!" That is a very big challenge but one we believe is very important.

The sense of integrity can make or break a school. We have to be honest with ourselves. Last year, the principal met with fifth grade on the last day of school to discuss the drop in Mathematic CAASPP scores in fifth grade. They had dropped from thirty-eight percent in fourth grade to twenty seven percent proficient in fifth grade. Also, the fact that fifth grade scores in Mathematics had not changed for three years. Upon examination and self reflection, the team concluded that much time was spent on foundational skills rather than higher levels of thinking skills. Also, more emphasis had been placed on ELA. The team worked through the summer and into the fall to develop a plan or process to raise Mathematic scores.

Through the use of the PLC process, all learners who need additional support are required to attend two intervention sessions throughout the school day. Formative assessments are done anywhere from daily to every three weeks and

learners are placed in appropriate levels working towards mastery. The learners are required to attend these interventions.

The foundation of instruction has been built on the California Content Standards. If supplemental instruction or curriculum is being used, its purpose is to provide what the core instruction or curriculum can not do to reach mastery in the California Content Standards. During intervention/enrichment time, supplemental material may be used if the core curriculum does not address such standard. In regards to instruction, the use of Para-Educators are used to assist in the instruction of the core material. Sometimes, the material and instruction has to changed, due to small size of groups or the fact other supplements are needed to reach mastery for learners.

Rigor is very important. The one area that is necessary is to understand and break down the content standards so one knows what exactly needs to be taught. Rigor can be in assignments but if it does not align with the standards, success will be minimal. Rigor through the content standards is the only way for maximum success.

This is an area of constant change. Lessons have to be aligned to the grade level standards to support all learners. If there are learners that are below grade level, it is obvious that they need the core curriculum at their grade level plus intervention support at their particular academic level. We are constantly trying to help low performing learners. The constant change is having to use instructors and curriculum at so many levels to accomodate the needs of the learner.

Collaboration is identifying where learners are at, what are we doing to teach them, and how we are going to assess them. Our teachers collaborate over one hundred minutes a week and that emphasis is on formative assessment on specific standards. Once the assessments are completed, we are able to decide where learners will be going for intervention/enrichment. We are using trained Para-Educators to assist in small group instruction. Collaboration is based on the Professional Learning Community model. Instruction has to be adjusted when learners are not progressing toward mastery. It is a process of being able to teach to particular content standards and assess them correctly. We have to constantly look at what we want learners to learn and be able to answer with a yes. If not, redo the assessment, lessons, or both. Use collaboration to determine ones next step

The master schedule has been redone several times improving on itself each time. Lead teachers from all grade levels and administrator are involved in creating the master schedule. Lead teachers go to their grade level if there are issues with the master schedule trying to determine what is best for all learners. The emphasis is on every grade level having time for all core subjects plus two twenty-five minutes periods in each day for intervention/enrichment. One for ELA and one for Mathematics. Fifth Grade has begun to create intervention time for Science.

We have found that we have to list all the standards being taught in a classroom everyday. Teachers tell learners what the standard being taught at any particular time. Each grade level is required to turn in a weekly schedule with standards listed on what is being taught at any given time in the day. The standards are communicated to all learners and subgroups.

The majority of staff examination of data and data disaggregated by subgroups is done during collaboration time. Staff has access to all data. Teachers have their own handbook which includes all current data. They also have access to past data which is in their past year's handbooks. Much of the data can be retrieved through the internet. Teachers and staff are aware of our subgroups and use other means than data to reach them. Our homeless subgroup is so transient that we are constantly trying to meet their physical needs as well as their academic needs. The school has a community based clothes closet to assist our homeless and needy learners and that is determined in collaboration when teachers are conversing about learners and their particular needs.

The school has an EL Para-Educator that coordinates, collects, and monitors all EL learning from the teachers. The EL coordinator makes sure all data is recorded and signed off by administration. Other subgroups and that does include EL learners are monitored by grade levels through accelerated reading tests, formative assessments, summative assessments, and report cards.

Three years ago, the school implemented RIchard DuFour's Professional Learning Community. All of our current instructional strategies are based on DuFour's model of a PLC. Whether a learner is a majority or in a subgroup, all strategies are appropriate. Robert Manzano has joined DuFour and his research teams. The goal the school has to meet is aligning school practices with essential PLC characteristics.

The master schedule has managed to incorporate time throughout the day for the use of our EL Para-Educator to assist EL learners in extra access to core instruction and ELD. The regular classroom has ELD built into its lessons.

Reclassification has problems until EL learners take the CAASPP in third grade to determine if they can be reclassified. The site has learners in lower grades that could possible be reclassified yet we are not sure we can without the CAASPP

scores. If they score very high on the ELPAC, we know we can but we will continue to monitor all EL learners until they leave the school.

We celebrate through the culture of the school. Every Friday during school, we meet at our flagpole. We have been meeting there for eighteen years. We originally met to have a moment of silence over the tragedy of 911. Next thing, we started adding to the program which has become a center of the school recognizing learners for grit, helping other learners, attendance, school cleanliness, as well as academics. Once a month, all learners who have been invited to the Principal's lunch for Cougar character, hard work, caught being good, and just trying are allowed to walk the school's Walk of Fame. The Walk of Fame is only walked on when an individual is honored to do so. The coming Friday, a learner who is now in fifth grade is walking it for the first time. This culture has been fed by learners, staff, community, and administration. It is the biggest celebration that supports and assesses student learning, success, and working within the boundaries of the school's code of conduct. We also have Aeries to help track what we have or have not done for learners. Character First is taught weekly in the classroom which has helped build upon the culture of doing one's best.

We are able to use Attention to Attendance as well as Aeries to identify chronic absenteeism. We have a full time attendance clerk who calls every learner that is not here. Attendance conferences, Student Study Team meetings, and SARB are all used to try and address all absenteeism.

Great efforts have been made in reducing suspension rates. We have used multiple alternatives to suspension. We have used Saturday School, loss of recess, campus beautification, and The Walk of Fame, The biggest success to decreasing suspension is a weekly program called Choices. Over 165 learners have attended Choices trough April 25, 2019 for the school year. The program is centered around respect and building character.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

The Professional Learning Community (PLC) has much to do with the current levels of performance. The other main factor is teachers teaching the California State Standards. As we examined our data, it was obvious that the move towards learner proficiency began with teachers through collaboration determining what learners will learn had to be the Californian State Standards. With that mindset, the learning began for teacher and learner. As we saw they need to use the standards through collaboration, the avenue for success was to teach these standards to mastery and we used the PLC process to get us to our current levels of performance.

Our evidence shows that we had an increase of eighteen percent in proficiency in ELA and a six percent increase in Mathematics in the past three years. We believe our causes to improve learner growth are the evidence of our progress.

The needs statement through the examination of data clearly shows the school an emphasis to teach Mathematics through the PLC process and directly using the state standards is our biggest challenge. It is obvious what we need to do and our actions are dictating we are headed in the direction of learner growth. There is an excitement in the air with learners and teachers to see if we have bridged our efforts in Mathematics this year.

Through the PLC process, the school has noted that other resources are needed in ELA and Mathematics. One of the areas we have found to support is the use of Waterford, an early reading program, used through the internet. We have spent the past year testing Moby Max via the internet which will assist all learners at the level they are at. We have found great success in Mathematics in grades, three through five by using Moby Max. There are times during the school day that other resources are needed which learners can work at their own speed and level. Para-Educators are also a valuable resource for small group or one on one instruction.

We have to look at every grade level and determine where and which resources should be used. Looking at current data and report cards, we recognize to start having learners write at earlier ages. There is too big of a gap between first and third grade in the area of writing. We need to once again focus on all the content standards and examine how well they are being taught at all grade levels.

Professional Development (PD)

Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

A staff PD survey was conducted in March, 2019, which addressed the priorities to meet the School Plan for Student Achievement (SPSA). One of the areas that needs improvement is seeking input from all stakeholders. The area of strength was the Professional Learning Community.

A stronger understanding of the Professional Learning Community. This summer the school is able to attend its third PLC convention. At the present, less than half are attending. The staff works very hard but needs to understand if their own professional development grows, so will our learners.

The process is done by the lead teachers and administration. It is obvious from collaboration, weekly content standards being taught, how well learners are reaching mastery, and teacher knowledge of the PLC process, determines the professional development process. Teachers who find new material are encouraged to bring it to the rest of the staff.

All of our SPSA goals have the underlining theme of PLC. Whether it is technology, professional development, wages for substitutes, staff, or community, the PLC process drives the SPSA goals.

Presently, half will be attending the PLC conference in San Jose in July, 2019. Others will be attending Professional Development in PE, bullying, and District offered curriculum.

The PLC process could not have been implemented with professional development. The CAASPP and California Dashboard shows the success of professional development at the school site.

The professional development is all tied back to classroom instruction, especially the PLC process. Our classroom instruction would be very different without the professional development in PLC. We call what we use to teach "love units". We taught them even though the learners did not master only because we loved them. That process was abruptly changed due to the California Content Standards and the PLC process.

The school developed a master schedule that shows what any grade level should be doing at any given time. Our professional development through the PLC process is definitely incorporated into the day to day routines of the staff and learners.

The follow up activities are based on the weakness of the PLC. When we find gaps or holes in the program, we turn to Global 360, which is an online professional development program using many authors, professionals, and educators who are experts in the field of PLC and education.

The California Dashboard, the CAASPP data, and the California Content Standards are the evidence used by the site to evaluate the necessity of professional development. Mid-course corrections have to be made to make the PLC process work.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*

- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

There are nine Site Council meetings per year and six English Learner Advisory Committee (ELAC) meetings per year. The SPSA is shared at every one of these meetings. The school also has a meeting at the beginning of the school year where the SPSA is gone over for the parents by the administration. Also, three times a year, the administration meets with parents only to go over successes, concerns, and the SPSA.

Site Council and ELAC have more formal involvement in the development of the SPSA. Informally, the administration listens to concerns from parents and staff. Also, all site council members are encouraged to give input in the development as well as possible changes to the SPSA. ELAC parents are encouraged also. The other meetings are informal yet parent input is encouraged which may lead to changes in the SPSA.

Communication is key between parent and teacher concerning academic progress. With the use of internet, teachers communicate daily if needed, and send weekly progress through Class Dojo or Bloomz. Progress reports which use to be once a trimester are ongoing now. The teachers formally meet with every parent after school starts to go over academics, parent compacts, the PLC process, and our parent/learner handbook. Report cards are sent home at the end of each trimester. COST and SST meetings are also done at least monthly if not sooner for all learners that continue to struggle. The school has special events throughout the school year where parents can talk to teachers about academic progress. Some of the events are the Back to School Bash, Parent Day, Grandparent's Day, and Open House.

The most important meeting for parents to learn about standards and expectations are our Back to School Conferencing. The teachers use the entire day to meet and go over expectations individually with each learner and their parent. We also provide Parent Orientation but not in such detail as the the Back to School Conferences.

The school has an active PTCO which has become the center of not only for evening events for families but have helped support activities that benefit learners. A book faire is conducted to raise funds for our library. Parent Day is a PTCO sponsored event getting parents into the classroom to see learners and what they do on a daily basis. The school also has a community based clothes closet that supports the physical needs of the learners which in turn allows the school to support learner learning.

The school has parent and community members as part of site council. The school has six parent/community members on site council. Also, the administrator meets with parents formally three times a year trying to involve families in school governance decisions. ELAC has assisted in getting our EL families involved in the school. All of the organizations within the school purpose is to get more parents involved with their children. We know the learners who have active parents involved in school academically do better than learners that do not have any support.

We always take roll or have parents sign in when we have a parent event. This strategy has allowed us to change and try new things rather than continuing to do something that is not effective. The administrative meeting with parent has declined so the time is going to be changed and we are going to add rewards to the class who get the most parents to attend.

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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	1.0%	0.77%		5	4
African American	%	4.7%	3.85%		25	20
Asian	%	4.4%	2.70%		23	14
Filipino	%	0.2%	0.39%		1	2
Hispanic/Latino	%	44.8%	43.74%		236	227
Pacific Islander	%	0.8%	0.39%		4	2
White	%	34.9%	38.54%		184	200
Multiple/No Response	%	1.3%	1.73%		7	9
	Total Enrollment				527	519

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		120	115
Grade 1		96	99
Grade 2		75	84
Grade3		78	68
Grade 4		80	77
Grade 5		78	76
Total Enrollment		527	519

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		97	68		18.4%	13.1%
Fluent English Proficient (FEP)		11	9		2.1%	1.7%
Reclassified Fluent English Proficient (RFEP)		7	9		6.9%	9.3%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	88	85	69	88	84	66	88	84	66	100	98.8	95.7
Grade 4	82	82	79	82	78	77	82	78	77	100	95.1	97.5
Grade 5	77	81	84	75	78	82	75	78	82	97.4	96.3	97.6
All Grades	247	248	232	245	240	225	245	240	225	99.2	96.8	97

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2419.	2476.	2483.	17	47.62	53.03	26	23.81	18.18	36	11.90	19.70	20	16.67	9.09
Grade 4	2491.	2484.	2498.	32	23.08	38.96	28	32.05	24.68	24	26.92	15.58	16	17.95	20.78
Grade 5	2498.	2541.	2520.	20	37.18	14.63	28	34.62	52.44	29	14.10	18.29	23	14.10	14.63
All Grades	N/A	N/A	N/A	23	36.25	34.22	27	30.00	32.89	30	17.50	17.78	20	16.25	15.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	47.62	36.36	59	32.14	50.00	26	20.24	13.64
Grade 4	28	20.51	31.17	50	62.82	51.95	22	16.67	16.88
Grade 5	23	34.62	20.73	41	48.72	63.41	36	16.67	15.85
All Grades	22	34.58	28.89	51	47.50	55.56	28	17.92	15.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	48.81	50.00	57	35.71	39.39	26	15.48	10.61
Grade 4	32	25.64	37.66	50	57.69	44.16	18	16.67	18.18
Grade 5	21	43.59	30.49	55	46.15	56.10	24	10.26	13.41
All Grades	23	39.58	38.67	54	46.25	47.11	23	14.17	14.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	10.71	33.33	76	77.38	57.58	10	11.90	9.09
Grade 4	15	14.10	25.97	76	67.95	63.64	10	17.95	10.39
Grade 5	15	17.95	10.98	69	73.08	70.73	16	8.97	18.29
All Grades	14	14.17	22.67	74	72.92	64.44	12	12.92	12.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	50.00	62.12	53	34.52	25.76	23	15.48	12.12
Grade 4	34	26.92	33.77	59	62.82	54.55	7	10.26	11.69
Grade 5	33	39.74	34.15	52	48.72	52.44	15	11.54	13.41
All Grades	30	39.17	42.22	55	48.33	45.33	15	12.50	12.44

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	88	85	69	88	84	66	88	84	66	100	98.8	95.7
Grade 4	82	82	79	82	78	77	82	78	77	100	95.1	97.5
Grade 5	77	81	84	75	78	83	74	78	83	96.1	96.3	98.8
All Grades	247	248	232	245	240	226	244	240	226	98.8	96.8	97.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2448.	2480.	2478.	28	40.48	42.42	32	35.71	21.21	20	13.10	25.76	19	10.71	10.61
Grade 4	2479.	2475.	2499.	12	12.82	22.08	32	24.36	37.66	41	53.85	33.77	15	8.97	6.49
Grade 5	2469.	2507.	2484.	11	20.51	10.84	11	17.95	15.66	35	35.90	40.96	43	25.64	32.53
All Grades	N/A	N/A	N/A	18	25.00	23.89	25	26.25	24.78	32	33.75	34.07	25	15.00	17.26

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	40	60.71	48.48	38	23.81	33.33	23	15.48	18.18
Grade 4	29	16.67	42.86	39	53.85	37.66	32	29.49	19.48
Grade 5	14	25.64	12.05	36	39.74	36.14	50	34.62	51.81
All Grades	28	35.00	33.19	38	38.75	35.84	34	26.25	30.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	40	50.00	48.48	35	35.71	37.88	25	14.29	13.64
Grade 4	21	12.82	29.87	59	58.97	54.55	21	28.21	15.58
Grade 5	9	19.23	12.05	36	48.72	56.63	54	32.05	31.33
All Grades	24	27.92	28.76	43	47.50	50.44	32	24.58	20.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	44.05	48.48	50	48.81	42.42	15	7.14	9.09
Grade 4	28	17.95	29.87	52	62.82	53.25	20	19.23	16.88
Grade 5	11	12.82	10.84	46	61.54	50.60	43	25.64	38.55
All Grades	25	25.42	28.32	50	57.50	49.12	25	17.08	22.57

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1384.3	1400.2	1347.1	11
Grade 1	1442.2	1452.6	1431.1	20
Grade 2	1494.4	1498.9	1489.2	14
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				72

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	11
Grade 1	*	*	*	*	*	*	*	*	20
Grade 2	*	*	*	*	*	*			14
Grade 3	*	*	*	*	*	*			*
Grade 4			*	*	*	*	*	*	*
Grade 5			*	*	*	*	*	*	*
All Grades	19	26.39	24	33.33	20	27.78	*	*	72

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	11
Grade 1	*	*	*	*	*	*	*	*	20
Grade 2	11	78.57	*	*			*	*	14
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*			*	*	*
All Grades	38	52.78	17	23.61	*	*	*	*	72

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K			*	*	*	*	*	*	11
Grade 1	*	*	11	55.00	*	*	*	*	20
Grade 2	*	*	*	*	*	*	*	*	14
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4					*	*	*	*	*
Grade 5					*	*	*	*	*
All Grades	*	*	21	29.17	16	22.22	27	37.50	72

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	11
Grade 1	12	60.00	*	*	*	*	20
Grade 2	*	*	*	*	*	*	14
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	38	52.78	28	38.89	*	*	72

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	11
Grade 1	*	*	*	*	*	*	20
Grade 2	*	*	*	*			14
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
All Grades	40	55.56	22	30.56	*	*	72

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K			*	*	*	*	11
Grade 1	*	*	*	*	*	*	20
Grade 2	*	*	*	*	*	*	14
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*			*	*	*
Grade 5			*	*	*	*	*
All Grades	13	18.06	31	43.06	28	38.89	72

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	11
Grade 1	*	*	16	80.00	*	*	20
Grade 2	*	*	*	*	*	*	14
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
All Grades	16	22.22	42	58.33	14	19.44	72

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
519	**80.7%**	**13.1%**	**1.2%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	68	13.1%
Foster Youth	6	1.2%
Homeless	17	3.3%
Socioeconomically Disadvantaged	419	80.7%
Students with Disabilities	67	12.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	3.9%
American Indian	4	0.8%
Asian	14	2.7%
Filipino	2	0.4%
Hispanic	227	43.7%
Two or More Races	41	7.9%
Pacific Islander	2	0.4%
White	200	38.5%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	4	0

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

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

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
34.3 points above standard	22.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.5 points	Declined -9 points	3 students
205 students	40 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	32.1 points above standard	7.3 points below standard
4 students	Increased 4.9 points	Increased 21.5 points
	166 students	37 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 35.6 points above standard Increased 10.9 points 92 students	No Performance Color 34.4 points above standard Declined -34.1 points 15 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Green 33.8 points above standard Declined -8.4 points 77 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
9.3 points above standard Declined -8.3 points 22 students	38 points above standard 18 students	37.2 points above standard Maintained -0.1 points 165 students

Conclusions based on this data:

1.

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.

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

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
6.7 points above standard	6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.7 points	Maintained -2.8 points	3 students
205 students	40 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	4.2 points above standard	15.4 points below standard
4 students	Increased 6.1 points	Increased
	166 students	17.5 points 37 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 2.7 points below standard Increased 8.1 points 92 students	No Performance Color 3 points below standard Declined -31.4 points 15 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Green 20.5 points above standard Maintained 0.3 points 77 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
2.3 points below standard Increased 3.8 points 22 students	10.4 points below standard 18 students	9.7 points above standard Maintained -1.1 points 165 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
72	26.4%	33.3%	27.8%	12.5%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	1	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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
12.1% chronically absent	7% chronically absent	5.9% chronically absent
Increased 3.4%	Increased 3.1%	Declined 21.4%
571 students	86 students	17 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
33.3% chronically absent	13.1% chronically absent	11.7% chronically absent
Increased 7%	Increased 2.7%	Declined 0.7%
33 students	466 students	94 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
19.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 8.8%	6 students	Maintained 0%	2 students
26 students		16 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Red
11.9% chronically absent	11.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	11.7% chronically absent
Increased 1.8%	Increased 2.4%	2 students	Increased 5.8%
244 students	53 students		222 students

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	4	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
2.4% suspended at least once	1.1% suspended at least once	0% suspended at least once
Declined -0.4%	Increased 1.1%	Maintained 0%
591 students	90 students	18 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
0% suspended at least once	2.3% suspended at least once	3% suspended at least once
Maintained 0%	Declined -0.3%	Declined -1.4%
36 students	485 students	99 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 7.4% suspended at least once Increased 7.4% 27 students	No Performance Color Less than 11 Students - Data 6 students	No Performance Color 0% suspended at least once Maintained 0% 19 students	No Performance Color Less than 11 Students - Data 2 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 0.8% suspended at least once Declined -0.4% 251 students	Green 1.8% suspended at least once Declined -3.3% 56 students	No Performance Color Less than 11 Students - Data 2 students	Yellow 3.9% suspended at least once Declined -0.9% 228 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.1% suspended at least once	2.7% suspended at least once	2.4% suspended at least once

Conclusions based on this data:

1.

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

The purpose is to maintain, support, and provide learners with technology, supplies, equipment, and staffing support to enhance learners success and increase learner growth.

Goal 1

To maintain a high level of technology through the Professional Leaning Community (PLC) process, new equipment and software will be purchased to support learners, and teachers as well as replacing technology that needs to be replaced due to age or unable to repair equipment.. Wages to support Para_Educators, Literacy Resource Technician, substitutes in supporting learners to achieve mastery. Supplies as well as contractual agreement to support classroom learning.

Identified Need

Waterford Early Reading Program for KIndergarten, first grade, special day class, and learners that are struggling with reading at grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	all learners 34.3 above level 3 in ELA. 6.7 above level 3 in Mathematics	40& above level 3 in ELA. 25% level with in Mathematics

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)

All learners.

Strategy/Activity

1.1 All identified learners will use Waterford fifteen minutes daily to increase phonemic awareness, sounds, letters, and beginning reading.

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)
6000	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

1.2 All K-5 learners will use Moby Max to enhance, master, both ELA, Mathematics, and Science State standards.

Strategy/Activity

Learners will use Moby Max to enhance, master, and support curriculum in ELA, Mathematics, and Science State standards.

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)
5000	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Learners

Strategy/Activity

1.3 EL-Para-Educators and Para-Educators will assist in the intervention groups that allows the school to support English Limited (EL) learners as well as all learners. Para-Educators will also assist PE program two days a week to maintain collaboration for 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)	Source(s)
154,767	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 Learners

Strategy/Activity

1.4 Wages to maintain and support a library for learners to promote reading and Accelerated Reading.

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)

25,600	Targeted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Learners

Strategy/Activity

1.5 Substitutes will be hired to provide teacher release for parent conferencing. Planning days will also be used to implement the PLC process in the classroom. Also, the use of substitutes for COST and/or SST meetings.

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)
4000	Targeted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Learners

Strategy/Activity

1.6 Technology Lead will assist learners and teachers in Waterford, Accelerated Reading, Moby Max,curriculum based technology programs as well as the internet.

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)
6800	Targeted

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Learners

Strategy/Activity

1.7 Wages to supplement and support regular school programs to learners by providing interventions to all core subject after 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)
8,000	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Learners and Staff

Strategy/Activity

1.8 Global PD360

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)
2500	Targeted

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Identified Learners

Strategy/Activity

1.9 The school is developing a GRIT program for learners who have good grades, responsible, independent learners, and talented.

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)
2300	Targeted

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Learners

Strategy/Activity

1.10 Maintenance contracts for copiers

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)
6500	Targeted

Strategy/Activity 11

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

Strategy/Activity
1.11 Enhance and increase the number of library books and supplies to increase learner reading.

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)
4000	Targeted

Strategy/Activity 12

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

Strategy/Activity
1.12 Provide Professional Learning Community (PLC) and other professional 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)
2000	Targeted

Strategy/Activity 13

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

Strategy/Activity
1.13 Purchase technology needs such as hardware, software, batteries, and related equipment to provide and improve academic standards as well as support instruction to learners.

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)
7277	Targeted

Strategy/Activity 14

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

Strategy/Activity
1,14 Administrative Office supplies

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)
2500	Discretionary

Strategy/Activity 15

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

Strategy/Activity
1.15 Postage and Print Shop

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)
4000	Discretionary

Strategy/Activity 16

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

Strategy/Activity

1.16 Classroom supplies and materials to aid learners in mastering concepts by providing additional resources to enhance core curriculum.

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)
8000	Targeted

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

To motivate through communication the school's learning environments for all stakeholders. Provide a safe, enjoyable, and caring environment for learners in and out of the classroom

Goal 2

The involvement of parents in the education of their children.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	96&	96%
discipline	10 days of suspension	less than ten days of suspension
parent inovlvement	90 % of parents involved in parent day	over 90% involved in parent day

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)

All Learners and parents.

Strategy/Activity

The continual updating of the parent/learner calendar/handbook . The weekly, monthly communication for all events. Parents will be notified by school what is going on in the classroom academically and socially.

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)
1933	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Learners

Strategy/Activity

breakfast, lunch, and yard duty supervisors

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)
35,000	Discretionary

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

Parent and community involvement increases the educational opportunites for all learners.

Goal 3

The school will provide a student support coordinator who will act as a liaison between school personnel and referral sources to help provide an on site and in home support to families for a nonstructural appointments determined by family need. An instructional piece will be offered through the interventions of SST and COST meetings.

Identified Need

Economically disadvantage learners and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	32.1% above level 3 compared to all learners at 24.1	one year growth and catch all learners

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)

Economically disadvantage learners and families.

Strategy/Activity

Student Support Provider

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)
10,733	Discretionary

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 4

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

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)

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 5

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

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)

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	$296,910.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	154,767	0.00
Title I Carryover		
Title I Parent Involvement	1,933	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	87,977	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	249,244.00
Goal 2	36,933.00
Goal 3	10,733.00
Goal 4	
Goal 5	
Goal 6	

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

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
Doug Escheman	Principal
Dale Van Liew	Classroom Teacher
Maggie Neiber	Classroom Teacher
Denise Huber	Classroom Teacher
Wendy Cahill	Classroom Teacher
Erin Schuy	Other School Staff
Jennifer Rivera	Parent or Community Member
Jessica Carmichael	Parent or Community Member
Jamie Harris	Parent or Community Member
Veronica Lule	Parent or Community Member
Serena Wilden	Parent or Community Member
Rose Weidert	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Parent Teacher Community Organization (PTCO). STARS (After School Program).

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.

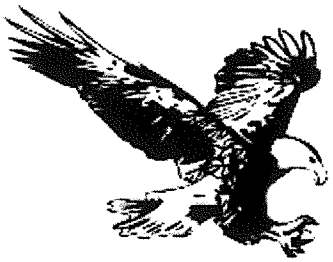
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 08, 2019.

Attested:

Principal, Doug Escheman on May 20. 2019
SSC Chairperson, Dale Van Liew on May 20, 2019

School Year: **2019-20**



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
Dobbins Elementary School	58-72736-6056675		

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.

The staff is already in the planning stages of implementing this intervention plan to five days a week instead of three. We believe that this should provide the structure to help our students meet and exceed the standards in both ELA and Math. The Principal will be meeting with all fourth through sixth graders next fall to go over their individual scores and set goals for next years test. We believe that the Intervention Specialist has been essential for our intervention in the classroom and schoolwide. We are continuing to look at ways we can help our families who have chronically absent students to find ways to change that pattern. At this point and time we are struggling to find an incentive or program that is successful in this area. We will be working on tier II PBIS this next school year and we will be having professional development in Trauma Based instructional strategies in the fall.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population,Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports.

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Here is what we found: Both CAASPP-ELA and Math show our students to be not at standard but we as a school scored higher this year. Student attendance was better this year with Dobbins Elementary in certain months having the best attendance in our District We continue to have a transient population of students. Our socioeconomically disadvantaged students consistently scored lower on the CAASPP-ELA and Math and have a higher percentage of chronic absenteeism.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Both CAASPP-ELA and Math were a concern to the staff and they have implemented a school wide intervention program to address this issue. Chronic absenteeism is something we are struggling with to find the answer. While our overall

attendance has gone up and our chronically absent has gone down by 6.8% we still have a sub group of students who are chronically absent. We have scheduled attendance meetings and sent students to SARB and are looking for ways to motivate socioeconomically disadvantaged families to change their pattern of poor attendance.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

We are looking forward to the results for this years CAASPP Testing. After a year of consistent school wide intervention we expect these scores to increase. The staff is already in the planning stages of implementing this intervention plan to five days a week instead of three. We believe that this should provide the structure to help our students meet and exceed the standards in both ELA and Math. The Principal will be meeting with all fourth through sixth graders next fall to go over their individual scores and set goals for next years test. We believe that the Intervention Specialist has been essential for our intervention in the classroom and schoolwide. We are continuing to look at ways we can help our families who have chronically absent students to find ways to change that pattern. At this point and time we are struggling to find an incentive or program that is successful in this area.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

We will be working on tier II PBIS this next school year and we will be having professional development in Trauma Based instructional strategies in the fall.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

We have had good attendance at site council and PTC meetings this year. We have sought their advice and have asked them to discuss it in the community. We have good parent attendance to all our events which include monthly gatherings, Back to School Night, Open House, Family STEAM Night, Winter Program, Parent/Teacher Conferences.

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

Dobbins Elementary Site Council and Staff met over the course of the year to analyze and discuss this plan and the needs of our school.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	6.7%	7.14%		3	3
African American	%	%	%			
Asian	%	%	%			
Filipino	%	%	%			
Hispanic/Latino	%	2.2%	7.14%		1	3
Pacific Islander	%	%	%			
White	%	86.7%	76.19%		39	32
Multiple/No Response	%	%	%			
	Total Enrollment				45	42

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		5	8
Grade 1		5	5
Grade 2		6	6
Grade3		8	5
Grade 4		7	9
Grade 5		8	3
Grade 6		6	6
Total Enrollment		45	42

Conclusions based on this data:

1. Our enrollment is low but remains almost unchanged.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners			1		0.0%	2.4%
Fluent English Proficient (FEP)			0		0.0%	0
Reclassified Fluent English Proficient (RFEP)					0.0%	0

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	*	*	9	*	*	9	*	*	90		
Grade 4	8	*	*	7	*	*	7	*	*	87.5		
Grade 5	10	*	*	9	*	*	9	*	*	90		
Grade 6	3	*	*	2	*	*	2	*	*	66.7		
All Grades	31	26	20	27	24	20	27	24	20	87.1	92.3	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0.00	5.00	22	4.17	15.00	22	45.83	10.00	56	50.00	70.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	7	0.00	5.00	44	45.83	35.00	48	54.17	60.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	5.00	41	45.83	25.00	59	54.17	70.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	7	0.00	5.00	78	66.67	80.00	15	33.33	15.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	11	0.00	10.00	44	41.67	45.00	44	58.33	45.00

Conclusions based on this data:

1. 80% of our students have not met the standard in ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	*	*	9	*	*	9	*	*	90		
Grade 4	8	*	*	7	*	*	7	*	*	87.5		
Grade 5	10	*	*	9	*	*	9	*	*	90		
Grade 6	3	*	*	2	*	*	2	*	*	66.7		
All Grades	31	26	20	27	23	20	27	23	20	87.1	88.5	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0.00	5.00	15	8.70	10.00	37	30.43	20.00	48	60.87	65.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	11	4.35	10.00	30	30.43	15.00	59	65.22	75.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	10.00	56	43.48	25.00	44	56.52	65.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	4	0.00	0.00	48	26.09	45.00	48	73.91	55.00

Conclusions based on this data:

1. 85% of the students have not met the standard in Math.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
42	**78.6%**	**2.4%**	**2.4%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	1	2.4%
Foster Youth	1	2.4%
Homeless	2	4.8%
Socioeconomically Disadvantaged	33	78.6%
Students with Disabilities	5	11.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	3	7.1%
Hispanic	3	7.1%
Two or More Races	4	9.5%
White	32	76.2%

Conclusions based on this data:

1. Socioeconomically almost 80 % of our students are considered Disadvantaged.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics No Performance Color		

Conclusions based on this data:

1. We had one student with a serious 48900 infraction that reflects the suspension rate increase.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

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

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
73.1 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased 8.6 points		3 students
20 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	103.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1 students	Declined -24.6 points	6 students
	14 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color 0 Students	No Performance Color 85.2 points below standard Increased 7.6 points 17 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	73.1 points below standard Increased 8.6 points 20 students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students scored lowe in ELA this year while our overall performance increased slightly.

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.

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

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
88.1 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased 7.3 points		3 students
20 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	107.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1 students	Declined -12.9 points	6 students
	14 students	

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color 0 Students	No Performance Color 86.4 points below standard Increased 14.9 points 17 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	88.1 points below standard Increased 7.3 points 20 students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students scored low in Math this year while our overall performance increased slightly.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	1	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow 12.8% chronically absent Declined 6.8% 47 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Yellow 16.2% chronically absent Declined 5.1% 37 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Green 9.1% chronically absent Declined 10.4% 33 students

Conclusions based on this data:

1. Chronic absenteeism declined this year.

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 7.4% suspended at least once Declined -2.9% 54 students	No Performance Color Less than 11 Students - Data Not 1 students	No Performance Color Less than 11 Students - Data Not 3 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not 2 students	Orange 9.3% suspended at least once Declined -2.2% 43 students	No Performance Color Less than 11 Students - Data Not 10 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data 3 students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data 6 students	No Performance Color Less than 11 Students - Data 7 students	No Performance Color 0 Students	Orange 7.9% suspended at least once Declined -6.1% 38 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
7.6% suspended at least once	10.3% suspended at least once	7.4% suspended at least once

Conclusions based on this data:

1. We had one student who had a suspendable event.

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

Goal 1

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Identified Need

Focus Students: All Students including Socioeconomically Disadvantaged .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
70% of our students will be at standard met or higher in both ELA and Math on the Smarter Balanced Summative Assessment, Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores.	All students are 73.1 points below standard and Socioeconomically Disadvantaged are 103.9 points below standard in ELA. Math all students are 88.1 points below standard and Socioeconomically Disadvantaged are 107.4 points below standard	We are expecting a ten point growth in this coming year for both groups in both ELA and Math.

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)

Both CAASPP-ELA and Math were a concern to the staff and they have implemented a school wide intervention program to address this issue. The staff is already in the planning stages of implementing this intervention plan to five days a week . We believe that this should provide the structure to help our students meet and exceed the standards in both ELA and Math. The Principal will be meeting with all fourth through sixth graders next fall to go over their individual scores and set goals for next years test. We believe that the intervention specialist and our Literary Resource Technician has been essential for our intervention in the classroom

and schoolwide.

Strategy/Activity

To vary instructional strategies and provide equitable
School Plan for Student Achievement Dobbins Elementary School
educational opportunities for all students, provide
supplementary instructional materials that support the district adopted curriculum and grade level content standards. Materials, Supplies, Books, & Equipment, copy paper,
ink supplementary instructional materials that
support the teachers to present core
concepts through multiple avenues to move students
toward mastery as well as target students who are not
proficient in ELA and Math.

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)
10,000.00	Title I
2,085.00	Title I
6,117.55	Targeted
3,266.45	Targeted

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 2

Goal 2

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Identified Need

We have 12.8% of all students that are Chronically Absent and 16.1% of our Socioeconomically Disadvantaged students who are Chronically Absent. While both subgroups have improved there is still a need to improve this overall.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will be using A2A attendance program to monitor our progress in the coming year.	12.8% of all students that are Chronically Absent and 16.1% of our Socioeconomically Disadvantaged students who are Chronically Absent.	Decrease both Chronically Absent subgroups by 5% in 2019/2020 school year.

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)

Provide incentive programs for all students for attendance. Promote attendance at all school gatherings, Back to School Night, Open House, Monthly newsletter and Student Attendance Certificates. Schedule Attendance meeting with parents prior to the students becoming Chronic in their attendance.

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)

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 3

Goal 3

Increase parent, family, and community involvement in the education of all students.

Identified Need

We have had three parents consistently on the site council and at every meeting. This has been a huge change this year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Three parents on Site Council	Three parents on Site Council	Maintain the three parents on Site Council

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)

Promote, encourage and recruit parents to be actively involved by volunteering in the classroom, site council, PTC, field trips.

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)
151.00	Title I Parent Involvement

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 4

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

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)

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	$21,620.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	12,085	0.00
Title I Carryover		
Title I Parent Involvement	151	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	9,384	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	21,469.00
Goal 2	
Goal 3	151.00
Goal 4	
Goal 5	
Goal 6	

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:

Duane Triplett School Principal

Carol Kelly, Wendy McMartin, Nicole Young Classroom Teachers

Jennifer Givens, Kimbra Cardoza Other School Staff

Sarah Hursh, Claryssa Blaylock, Brian Akers Parent or Community Members

Name of Members	Role

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:

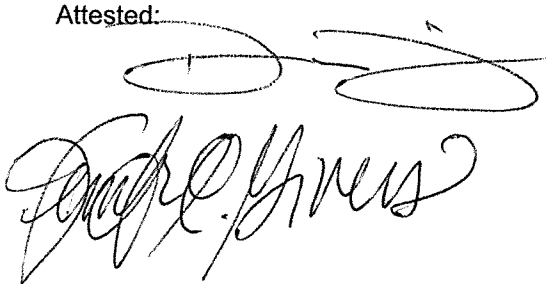
Signature	Committee or Advisory Group Name

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 05/14/2019.

Attested:



Principal, Duane Triplett on

SSC Chairperson, Jennifer Givens on

School Year: **2019-20**

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
Edgewater Elementary School	58-72736-0119362	5/20/2019	

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Universal Screening~ STAR Reading, Early Literacy, and Math 360 at least 3 times a year once each trimester
Common Formative and Summative assessments developed by collaboration teams which may include assessments within State Approved, District adopted curriculum
pre and post assessments for teachers providing after-school tutoring on specific essential standards
CAASP ELA and Math
Accelerated Reader (points, comprehension scores)
Waterford, IXL supplemental program data
ELPAC
Dashboard data
A2A attendance data including Chronic Absenteeism
Aeries discipline reports and suspension data
Aeries intervention data
PD rosters, PD surveys (needs and feedback on professional development)
Stakeholder surveys (district and site)
Follet data (Library usage and collection inventories)
Parent Conference and Volunteer data
Staff purchase requests for supplemental materials
PLC team notes
SST and IEP data
Technology inventory

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

School-wide data on the Dashboard demonstrates improvement in all categories. Yellow categories in ELA included; 6 points below standard with an increase of 5.9 points for socially economic disadvantaged, All students were 1.6 points above standard with a 2.1 increase.. While we grew in math, 6.3 pints it is still 20.3 points below standards for socially economic disadvantage with EL increasing 4.7 points but still 30.8 below standard. Feedback from collaboration teams has driven implementation of math intervention groups this year which have shown growth on common formative assessments and curriculum assessments in addition to benchmark and universal screening data. Parents and students appreciate the intensive targeted intervention. Site assessments demonstrated a need for more intensive reading instruction in first grade and increasing student performance in other grades in ELA and math. Collaboration time has been effective and drives changes in instruction and intervention groups as evidenced in common formative assessments, benchmarks and grade level data inlcuding pre and post assessments for after-school tutoring and intervention groups. Our socially economic disadvantage group consistently are scoring below standard. We need more ways to identify students with social emotional learning and providing targeted interventions. Our site currently has the lowest chronic absenteeism in the district for elementary school. Although the dashboard data shows chronic absenteeism as an area in need of improvement, our district data shows us consistently with the highest percentage of attendance and lowest in elementary schools for chronic absenteeism. SST meetings and intervention logs have demonstrated a growing need for social emotional support and interventions.

So What (Possible Reason for Findings)

Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

All groups are monitored through their common assessments, Universal screening (3 times a year), benchmarks and additionally, EL intervention team reviews student data and analyze it for intervention and possible after-school intervention in addition to targeted intervention within the school day. We have placed an emphasis on reading for interventions and are now ready to expand to providing math interventions. Grade level teams meet and adjust intervention groups weekly for math and usually 4-6 weeks for ELA. The groups are fluid and as soon as a student masters a standard, they change groups. We will also be adding an EL intervention group focusing on developing academic vocabulary necessary for student proficiency on essential standards.Our socially economic disadvantage group consistently are scoring below standard and demonstrates a need for continued targeted intervention within the school day in addition to extended learning options. Our suspension rates continue to decrease and we have implemented alternatives to suspension. In addition, we are looking at more ways to involve more students in activities during recesses involving team activities which will also help build connections, social emotional learning and decrease discipline and chronic absenteeism. Our attendance clerk monitors attendance and contacts parents. In addition, we utilize A2A reports to monitor chronic absenteeism and schedule meetings with the parent and principal. Independent study is provided for families arranging at least 5 days with advanced notice.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

In order to effectively implement math interventions for each grade level, we need 2 more para-educator positions. We need to implement indicators and screening for social and emotional learning and interventions for students that need support. Teams reported needing more collaboration time as most review data and change intervention groups weekly and there are sometimes when there is not district wide collaboration time for over 2 weeks. Site release time is worked into the master schedule and needs to continue. Teams reviewed their needs for meeting and more teams are requesting release time and/or extra duty pay for more frequent collaboration. Retain and support additional time for collaboration based on each team's need as indicated in their request submitted to the principal. Continue to investigate more resources and implementation ideas to address social emotional learning. Provide supplementary materials for areas

noted in need for mastery of essential standards and to address deficits in State adopted curriculum. Develop and implement more strategies for parental input and feedback.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Toward the end of the year (April staff meeting), staff reflects on their professional development from the current year, their current level of their Professional Learning Community Team (using One Step at a Time Article for reflection) and determine what they need to get to the next level including professional development needs. Follow up is embedded in their collaboration team meetings. Student performance data, attendance and discipline data are all used to evaluate the effectiveness of professional development implementation. As collaboration teams determine a need, professional development is provided as available or put into the plan for the following year. All staff members participated in PLC training in the fall. In the spring, it was based on team needs with some teams needing support and others not needing as much. Depending on the training, it is offered when best for staff during time convenient to them which may be during site collaboration time and/or release time or after-school with extra duty pay. District resources are utilized before accessing outside sources. In collaboration documents submitted on a regular basis, it is evident that the PD is being implemented. Evaluation and implementation review has revealed that team professional development is more successful than most whole staff PD so when possible grade levels or cross grade level teams have individualized training. Teams share in staff meetings regarding their progress in PLC and their training which sparks other teams that are ready for the same or similar training. With more students having social emotional needs, we need to provide more professional development for staff in social and emotional learning.

Family and Community Engagement
Ongoing and annual process

Guiding questions:
- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

SPSA is shared with site-level advisory groups by the principal and site council members that attend the advisory group meetings. The principal reviews needs assessment surveys and has ongoing discussions with the advisory groups regarding goals, needs and funding options.
Before school starts, we have an Edgewater floats event where families can enjoy rootbeer floats provided by the Linda Lions Club and at designated times, visit their child's classroom. During these visits, standards and expectations are explained to the parents. Additionally, at the end of the first trimester, teachers hold a conference with every parent to review the report card and again review standards and expectations and issue report cards at that time. Phone conferences are available for parents unable to come to the school for their appointment. Teacher contact parents via phone, email and Remind 101 to keep in constant contact regarding student's academic progress.
Progress reports are sent in a variety of ways including daily behavior logs in the lower grades and grade and assignment print outs in the upper grades. Components of the SPSA are reviewed in advisory group meetings and staff meetings and input is collected. Through the Professional Learning Communities process, teams communicate their needs to the site principal. Various information is collected from teams regarding Professional Development, collaboration and

necessary supplementary materials. Continuous review of student performance data drives the need for changes in supplementary materials, services and professional development. Parents/guardians and community members have multiple opportunities to be involved in learning activities. Home components and access are available in math and ELA curriculum, parents volunteer in classrooms or for school events and activities. Reading is our main focus and numerous volunteers help our reading incentive programs including donations to our Shark store, donating time, reading with their children, reading to classes and participating in our annual reading awards assembly. Our PTO has several fundraisers that parents help with to fund our incentives and enrichment activities. PTO recognizes student of the month based on each teacher's criteria and goals.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.2%	0.64%		1	3
African American	%	4.2%	3.21%		20	15
Asian	%	12.4%	11.56%		59	54
Filipino	%	1.3%	1.28%		6	6
Hispanic/Latino	%	45.4%	43.90%		216	205
Pacific Islander	%	0.2%	%		1	
White	%	30.7%	33.83%		146	158
Multiple/No Response	%	0.4%	%		2	
	Total Enrollment				476	467

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		68	54
Grade 1		72	80
Grade 2		80	70
Grade3		61	73
Grade 4		66	60
Grade 5		65	67
Grade 6		64	63
Total Enrollment		476	467

Conclusions based on this data:

1. Translation of school information in Spanish continues to be necessary.
2. Our enrollment is currently 503 and our school continues to grow.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		130	67		27.3%	14.3%
Fluent English Proficient (FEP)		17	47		3.6%	10.1%
Reclassified Fluent English Proficient (RFEP)		11	46		8.8%	35.4%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	72	57	72	71	55	72	71	55	72	98.6	96.5	100
Grade 4	66	67	64	65	67	63	65	67	63	98.5	100	98.4
Grade 5	62	66	68	62	66	68	62	66	68	100	100	100
Grade 6	64	66	60	63	66	60	63	66	60	98.4	100	100
All Grades	264	256	264	261	254	263	261	254	263	98.9	99.2	99.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2441.	2451.	2432.	28	34.55	29.17	28	23.64	22.22	25	27.27	26.39	18	14.55	22.22
Grade 4	2442.	2480.	2457.	9	28.36	19.05	23	28.36	22.22	29	23.88	28.57	38	19.40	30.16
Grade 5	2477.	2496.	2511.	16	12.12	25.00	21	36.36	30.88	31	25.76	20.59	32	25.76	23.53
Grade 6	2516.	2503.	2524.	8	13.64	11.67	35	27.27	43.33	33	25.76	25.00	24	33.33	20.00
All Grades	N/A	N/A	N/A	16	21.65	21.67	27	29.13	29.28	30	25.59	25.10	28	23.62	23.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	27.27	27.78	54	54.55	52.78	21	18.18	19.44
Grade 4	9	31.34	14.29	58	46.27	61.90	32	22.39	23.81
Grade 5	13	13.64	23.53	52	63.64	51.47	35	22.73	25.00
Grade 6	13	15.15	20.00	56	48.48	55.00	32	36.36	25.00
All Grades	15	21.65	21.67	55	53.15	55.13	30	25.20	23.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	27.27	23.61	63	49.09	43.06	17	23.64	33.33
Grade 4	8	22.39	15.87	57	53.73	42.86	35	23.88	41.27
Grade 5	19	21.21	33.82	47	56.06	41.18	34	22.73	25.00
Grade 6	17	16.67	11.67	51	40.91	58.33	32	42.42	30.00
All Grades	16	21.65	21.67	55	50.00	46.01	29	28.35	32.32

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	23.64	19.44	76	67.27	62.50	10	9.09	18.06
Grade 4	11	25.37	19.05	74	61.19	68.25	15	13.43	12.70
Grade 5	19	13.64	11.76	60	71.21	69.12	21	15.15	19.12
Grade 6	11	7.58	10.00	78	63.64	80.00	11	28.79	10.00
All Grades	14	17.32	15.21	72	65.75	69.58	14	16.93	15.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	47.27	34.72	55	30.91	50.00	15	21.82	15.28
Grade 4	9	29.85	20.63	65	58.21	53.97	26	11.94	25.40
Grade 5	24	24.24	35.29	53	53.03	54.41	23	22.73	10.29
Grade 6	25	25.76	28.33	56	46.97	60.00	19	27.27	11.67
All Grades	22	31.10	30.04	57	48.03	54.37	21	20.87	15.59

Conclusions based on this data:

1. ELA performance of students proficient in the standard or above increased and the number below standard decreased for all grade levels. More acceleration is needed to move those at or near standard. Focus on reading and writing.
2. Intensive intervention needed for reading and writing at most grade levels. Provide professional development as needed.
3. Grade level collaboration was established weekly to monitor student progress more frequently and to analyze student performance and provide consistency among grade levels.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	72	57	72	71	56	72	71	56	72	98.6	98.2	100
Grade 4	66	67	64	65	67	63	65	67	63	98.5	100	98.4
Grade 5	62	66	68	62	66	68	62	66	68	100	100	100
Grade 6	64	66	60	63	66	60	63	66	60	98.4	100	100
All Grades	264	256	264	261	255	263	261	255	263	98.9	99.6	99.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2450.	2441.	2434.	18	17.86	15.28	41	41.07	41.67	31	23.21	22.22	10	17.86	20.83
Grade 4	2456.	2467.	2465.	9	10.45	15.87	20	32.84	22.22	52	31.34	38.10	18	25.37	23.81
Grade 5	2466.	2480.	2491.	5	9.09	13.24	13	10.61	17.65	45	46.97	39.71	37	33.33	29.41
Grade 6	2540.	2520.	2531.	21	15.15	16.67	22	24.24	23.33	37	30.30	36.67	21	30.30	23.33
All Grades	N/A	N/A	N/A	13	12.94	15.21	25	26.67	26.62	41	33.33	33.84	21	27.06	24.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	32.14	23.94	46	46.43	49.30	21	21.43	26.76
Grade 4	12	19.40	23.81	51	46.27	31.75	37	34.33	44.44
Grade 5	11	15.15	19.12	29	31.82	33.82	60	53.03	47.06
Grade 6	30	21.21	23.33	35	39.39	40.00	35	39.39	36.67
All Grades	22	21.57	22.52	41	40.78	38.93	38	37.65	38.55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	17.86	25.35	55	67.86	54.93	14	14.29	19.72
Grade 4	9	14.93	12.70	55	59.70	57.14	35	25.37	30.16
Grade 5	6	9.09	14.71	45	57.58	55.88	48	33.33	29.41
Grade 6	24	25.76	18.33	54	33.33	55.00	22	40.91	26.67
All Grades	18	16.86	17.94	52	54.12	55.73	30	29.02	26.34

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	38	28.57	28.17	48	57.14	53.52	14	14.29	18.31
Grade 4	12	19.40	20.63	62	50.75	49.21	26	29.85	30.16
Grade 5	5	9.09	10.29	39	45.45	52.94	56	45.45	36.76
Grade 6	21	15.15	20.00	65	53.03	50.00	14	31.82	30.00
All Grades	20	17.65	19.85	53	51.37	51.53	27	30.98	28.63

Conclusions based on this data:

1. Percentages of students meeting math standards increased and percentage of students not meeting standard decreased. Math intervention added consistently in 4th-6th grade this year. Continue to monitor student performance in collaboration meetings on a regular basis.
2. Collaboration teams met on a regular basis starting in 2016-17 monitoring student progress and determining areas in need of supplement. Essential standards were established and pacing schedule was made.
3. Provide more para educator support for math as the focus has been on ELA support. More intensive interventions for students in need of support.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1440.0	1454.1	1406.8	11
Grade 1	*	*	*	*
Grade 2	1477.8	1493.5	1461.2	12
Grade 3	1513.1	1512.1	1513.6	15
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				71

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	11
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*			12
Grade 3	*	*	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
Grade 6	*	*							*
All Grades	31	43.66	24	33.80	12	16.90	*	*	71

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	11
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*			12
Grade 3	*	*	*	*	*	*	*	*	15
Grade 4	*	*	*	*					*
Grade 5	*	*							*
Grade 6	*	*							*
All Grades	48	67.61	16	22.54	*	*	*	*	71

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	11
Grade 1			*	*	*	*	*	*	*
Grade 2			*	*	*	*	*	*	12
Grade 3	*	*	*	*	*	*	*	*	15
Grade 4			*	*	*	*	*	*	*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*	*	*			*
All Grades	16	22.54	24	33.80	19	26.76	12	16.90	71

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			11
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	12
Grade 3	*	*	11	73.33	*	*	15
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	35	49.30	33	46.48	*	*	71

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	11
Grade 1	*	*			*	*	*
Grade 2	*	*	*	*	*	*	12
Grade 3	13	86.67	*	*	*	*	15
Grade 4	*	*	*	*			*
Grade 5	*	*					*
Grade 6	*	*					*
All Grades	59	83.10	*	*	*	*	71

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	11
Grade 1			*	*	*	*	*
Grade 2			11	91.67	*	*	12
Grade 3	*	*	*	*	*	*	15
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	14	19.72	39	54.93	18	25.35	71

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	11
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			12
Grade 3	*	*	*	*			15
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	22	30.99	47	66.20	*	*	71

Conclusions based on this data:

1. Baseline data. Continue to monitor student performance on common formative assessments throughout the year in addition to state assessments.
2. Continue to monitor EL performance data throughout the year with collaboration team and EL intervention team.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
467	**65.1%**	**14.3%**	**1.5%**
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	67	14.3%
Foster Youth	7	1.5%
Homeless	3	0.6%
Socioeconomically Disadvantaged	304	65.1%
Students with Disabilities	45	9.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	3.2%
American Indian	3	0.6%
Asian	54	11.6%
Filipino	6	1.3%
Hispanic	205	43.9%
Two or More Races	26	5.6%
White	158	33.8%

Conclusions based on this data:

1. We continue to have a diverse population with a majority of students with a Hispanic background.
2. We are increasing number of students with disabilities and will provide additional support in 2019-20.
3. Continue to monitor all groups' progress through collaboration teams.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Larger increases are evident in math as we shifted our intervention focus to include mathematics.
2. Suspension rates, chronic absenteeism and ELA progress did not increase significantly. Continue to monitor and focus on these areas for intensive interventions.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	0

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

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

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
1.6 points above standard	3.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 2.1 points	Increased 17.4 points	2 students
247 students	64 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	6 points below standard	55.4 points below standard
2 students	Increased 5.9 points	Increased 8.3 points
	170 students	32 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 17.2 points above standard Increased 21.7 points 26 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 13.2 points below standard Increased 6.2 points 102 students	No Performance Color 31.9 points above standard Maintained -0.1 points 14 students	No Performance Color 0 Students	Green 10.6 points above standard Declined -12.6 points 90 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
51.6 points below standard Declined -11.2 points 33 students	47.6 points above standard Declined -4.5 points 31 students	3.8 points above standard Declined -5.7 points 181 students

Conclusions based on this data:

1. EL and white students increased performance significantly. All other subgroups increased but not significant enough to illustrate growth on the dashboard indicators.
2. Continue collaboration monitoring student performance for all groups and intensive interventions.

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.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	2	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
15.6 points below standard	30.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 5.8 points	Increased 4.7 points	2 students
247 students	64 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	20.3 points below standard	60.6 points below standard
2 students	Increased 6.3 points	Maintained 0.7 points
	170 students	32 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 16.9 points below standard Maintained 1.9 points 26 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 30.9 points below standard Increased 9 points 102 students	No Performance Color 4.1 points below standard Increased 22.6 points 14 students	No Performance Color 0 Students	Green 3 points above standard Declined -3 points 90 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
49.8 points below standard Increased 4.2 points 33 students	10.4 points below standard Declined -45 points 31 students	9.8 points below standard Increased 4.4 points 181 students

Conclusions based on this data:

1. Mathematics scores increased for each subgroup with the exception of the White subgroup which remains 3 points above standard.
2. Continue collaboration teams and intensive interventions in Mathematics.
3. Increase para educator support to include intervention time in Mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
71	43.7%	33.8%	16.9%	5.6%

Conclusions based on this data:

1. Students are making progress with English Language Proficiency and our number of students is decreasing due to students being reclassified every year. Last year we had 42 students reclassified and 9 this year making over 50 in a 2 year period.
2. Continue intervention groups, focus on vocabulary development for our English Learners.
3. Continue to monitor EL student performance and adjust interventions as needed.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	2	1

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
4.4% chronically absent	2.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.3%	Increased 2.3%	9 students
503 students	87 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	5.2% chronically absent	8.6% chronically absent
6 students	Increased 2.2%	Increased 4.8%
	329 students	58 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 6.3% chronically absent Increased 6.3% 16 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Blue 0% chronically absent Maintained 0% 59 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 2.7% chronically absent Increased 1.4% 222 students	Green 6.1% chronically absent Declined 0.6% 33 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Orange 7.3% chronically absent Increased 0.7% 164 students

Conclusions based on this data:

1. Continue to monitor student attendance especially Socioeconomically Disadvantaged and Students with Disabilities. Many of the absences for the students with disabilities is due to ongoing health issues and are excused which is not evident with this data.
2. Continue to develop solutions for Socioeconomically disadvantaged students and monitor with attendance clerk and Elementary Student Support including home visits with administrator.
3. Implement Social Emotional Learning curriculum and practices and provide support for students.

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	1	4

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
1.9% suspended at least once	0% suspended at least once	7.7% suspended at least once
Maintained 0.1%	Declined -1.5%	13 students
517 students	88 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Green
Less than 11 Students - Data Not	2.1% suspended at least once	1.7% suspended at least once
6 students	Maintained 0%	Declined -4%
	341 students	58 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 17.6% suspended at least once Increased 13.1% 17 students	No Performance Color Less than 11 Students - Data 3 students	Blue 0% suspended at least once Declined -1.7% 59 students	No Performance Color Less than 11 Students - Data 6 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0.4% suspended at least once Declined -0.5% 228 students	Blue 0% suspended at least once Declined -6.7% 34 students	No Performance Color 0 Students	Orange 3.5% suspended at least once Increased 1.6% 170 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
3.4% suspended at least once	1.8% suspended at least once	1.9% suspended at least once

Conclusions based on this data:

1. Suspension rate is low for site. Continue to find alternatives to suspension and support Social Emotional Learning.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students including support systems which meet the needs of the targeted population.

Goal 1

Professional learning communities collaboration teams have identified and will continue to review essential standards, curriculum analysis and alignment, and create, monitor and plan instruction based on data analysis. Grade level collaboration teams will determine intervention groups to increase number of students proficient and/or advanced in ELA and math based on on going assessments. Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or Math. Grade levels will have a common established intervention time and para-educator support will be provided during that time. Intervention groups will be continuously monitored and adjustments will be made based on students needs and performance. Enrichment provided for students that are proficient or above in grade level determined essential standards. Supplemental resources and materials determined by collaboration teams. Collaboration teams will continuously review and plan around the four critical questions 1. What do we want students to learn? (essential standards) 2. How will we know if they have learned? (team developed common assessments) 3. What will we do if they don't learn (systematic interventions) 4. What will we do if they already know it? (extended or enrichment learning opportunities). Instructional planning based on data analysis is the focus of all collaboration meetings and determines courses of action for instruction, intervention, resources needed and professional development needed.

Identified Need

Instruction time dedicated by grade level to meet student needs based on current data on essential standards. Intensive intervention support for students not proficient in grade level essential standards. Enrichment for students meeting or exceeding standards. Supplemental materials, resources and technology. Lower the ratio of students to devices. Professional development based on Professional Learning Community components in addition to specific needs identified by collaboration teams.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade level common formative assessments		
CAASP		
Collaboration team documentation		

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)
All students

Strategy/Activity
Provide para educators support during grade level intervention time providing support on targeted essential standard needs. 4 positions funded initially and may add an additional based on needs. Include extra duty time for para educators with any available carry over funds based on the varying needs of grade levels determined by student performance data analysed by collaboration teams.

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)
65,000	Title I

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

Strategy/Activity
Research based supplemental instructional material including online intervention programs (i.e., Waterford) contracts and materials needed for workshop/intervention time. Provide technology resources for intervention including Waterford and other intervention programs Accelerated Reader, Math, Read Naturally, Enchanted learning, More Starfall, IXL (ELA and math), Apple apps, and technology for student assessments and access to district data resources. Provide listening centers or headphones for devices for interventions and classroom workshop activities. Provide additional desk top computers to grade levels as needed for writing instructional needs. Materials to be determined by collaboration teams and approved by site administrators.

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)
15,890	Title I

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

Strategy/Activity
Professional development: Provide release time and/or extra duty time for professional development in the form of articulation data analysis and peer observations. Release time for peer

observations and opportunities to dialogue with other teachers about effective teaching strategies, classroom management techniques, curriculum alignment, student achievement, etc.

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	Targeted

Strategy/Activity 4

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

Strategy/Activity
Professional Development: Provide conference opportunities and conference related expenses including academic student improvement and Professional Learning Communities strategies and components including conferences identified by collaboration teams as beneficial to grade level team's professional development. Site council identified priority~ additional funding from carryover or unspent funds may be allocated to this item.

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)
5,000	Title I

Strategy/Activity 5

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

Strategy/Activity
Provide Literacy Resource Technician so the library will be accessible to students and staff providing materials to supplement the curriculum. opportunities for students to continue a deeper study of concepts presented in class. The library will support and encourage students to read and provide incentives and motivation. Library to include after school hours available to parents to read with their child(ren) and access resources.

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)

36,000	Targeted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students and parents

Strategy/Activity

Provide library books, ebooks and electronic devices for students to use in the library to maximize supplemental resources. Increase library collection to meet the needs of students and supplement classroom instruction. The priority will be for AR books, multi-cultural and bilingual reading materials (requested by ELAC) and books/subjects identified through PLC collaboration teams. Site council identified priority~ additional funding from carryover or unspent funds may be allocated to this item.

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)
3,500	Title I

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

Enable teachers to prepare supplemental intervention materials by providing duplicating machines, supplies, materials and services. (Paper, print shop, printer cartridges, copier maintenance contracts)

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)
5,000	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students grades 3-6

Strategy/Activity

Provide student planners for each student in grades 3-6. The planners will serve as a communication tool between the classroom and home. Additionally, the planners will provide

organizational and planning skills including goal setting, identifying procedures in the task, identifying parts of the task and assigning time to the task. All of these help build cognitive strategies necessary for achievement as identified in A Framework for Understanding Poverty by Ruby Payne.

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 I

Strategy/Activity 9

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

Strategy/Activity
Provide technology support for students through IPADs and/or Chromebooks based on grade level needs as determined by grade level collaboration teams. This technology will increase student access to multiple learning tools and devices, supplemental instructional materials/resources as well as through Smartboard lessons. Accessories will also be purchased including a cart for storage and charging, protective covers, keyboards, headphones and programs. Other technological devices may be provided including electronic readers, laptops, etc. Provide desk top computers with up to date technology for each classroom to access supplemental instructional programs and resources. Provide projectors for use with Smartboards and document cameras. Site council identified priority~ additional funding from carryover or unspent funds may be allocated to this item.

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)
3,333	Title I

Annual Review

SPSA Year Reviewed: 2018-19

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.

Through the Professional Learning Communities (PLC) process, grade levels identified their grade level essential standards. Regularly scheduled collaboration time (at least one hour once per week) allows for continuous monitoring of student proficiency toward essential standards, review and analysis of common formative assessment data and intervention group restructuring based on current performance and needs of the students.

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

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.

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Implement interventions for students with social and emotional needs during their grade level academic intervention time and during recess. Provide interventions for students sent during instructional or activity time based on reason for referrals.

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)

All students

Strategy/Activity

Provide an Elementary Student Support Specialist for the equivalent of 3.75 hours per day to work with students, teachers, other school staff and parents to help ensure student success including social emotional support, improving attendance, behavior and academics. Elementary Student Support Specialist will coordinate with the elementary school counselor for providing students and documenting interventions for students. Teacher, parents and intervention teacher will work on improvement plans together in coordination of our elementary student support specialist and will be documented on SSTs or IEPs.

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)
18,000	Title I

Strategy/Activity 2

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

Staff and all students

Strategy/Activity

Professional development: Provide professional development on multi-tiered systems of support including improving student attendance, positive school climate and social emotional support. Provide Social and Emotional Learning (SEL) training for staff in order to foster children's abilities to manage their own emotional, social, and academic success using evidence based strategies. . More funds may be added if carry over funds available.

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	Targeted

Strategy/Activity 3

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

All students

Strategy/Activity

Provide Social and Emotional Learning (SEL) materials and resources for staff in order to foster children's abilities to manage their own emotional, social, and academic success using evidence based 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)	Source(s)
1,000	Targeted

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

Consider funding partial Students Services Coordinator to provide students with academic counseling, arrange motivational assemblies, student behavior modification strategies, social and emotional support, monitoring and maintaining student achievement. Monitor student attendance, make home visits when necessary and coordinate necessary services for students including outside agencies. Participation in SST and PLC processes. Participate in interventions for behavior and social emotional needs. Communicate with parents and facilitate parent teacher conferences

as needed. If this service is not provided, funds will be redistributed to other goals with technology, library resources and professional development priorities as established by site council.

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)
40,000	Targeted

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

Increase parent, family and community involvement in the education of all students.

Goal 3

Increase parent community involvement and home to school communication. Parents volunteering must be fingerprinted. All visitors and volunteers must be registered in our Raptor system and receive a pass.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Newsletters	newsletter printed and posted online once per month	
Raptor sign in data for visitors and volunteers		
Number of parents fingerprinted and approved as volunteers		
Number of invitations sent for our annual volunteer appreciation luncheon		

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)

All students

Strategy/Activity

Provide passes for visitors and/ volunteers and document in Raptor system.

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)
500	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Socially Economically Disadvantaged

Strategy/Activity

Provide funding for fingerprints to ensure parents that do not have the finances to pay for fingerprints have equal opportunity. More funding may be added to this activity if carry over funds are available. Additionally, PTO and lottery funds can help support this goal if more funds are needed.

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)
444	Title I Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide parents with written information, newsletters, calendars and phone calls to increase communication.

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)
400	Title I Parent Involvement

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

Provide materials and supplies for parent meetings and an annual volunteer appreciation celebration.

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)
82	Title I Parent Involvement

Strategy/Activity 5

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

Strategy/Activity
Provide extra duty funding for staff to communicate more effectively with parents and implement methods of obtaining more parent input and feedback as a liaison and work with the Elementary Student Support Specialist, PTO and site administrators to increase parent communication/input and include one staff member that is specifically working with EL parents.

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 I

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	$202,149.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	114,223	0.00
Title I Carryover		
Title I Parent Involvement	1,426	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	87,194	694.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	138,223.00
Goal 2	60,500.00
Goal 3	3,426.00
Goal 4	
Goal 5	
Goal 6	

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

n/a Secondary Students

Name of Members	Role
Lori Guy	Principal
Rebecca Knudson	Other School Staff
Lindsey Choate	Classroom Teacher
Bonnie Marshall	Classroom Teacher
Kristy Haresh	Classroom Teacher
Mike Smith	Parent or Community Member
Petra Campos	Parent or Community Member
Sarah Hudson	Parent or Community Member
Brenda Franks	
Natasha Hodnett	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: PTO

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 3/25/2019.

Attested:

	Principal, Lori Guy on 3/25/2019
	SSC Chairperson, Rebecca Knudson on 3/25/2019

School Year: **2019-20**

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
Ella Elementary School	58-72736-6056683	5/20/2019	

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
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement
Ella Elementary will be targeting the needs of our site by using our Title 1 and Targeted Funds to

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.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Ella Elementary met with the Staff, ELAC and PTO to consult with them on their recommendations and needs for our school. They were each given the opportunity to take a needs assessment survey and then meet directly with administrators to voice their ideas for helping Ella Elementary meet the needs of its diverse student population. Ella Elementary used the results of district assessments and CAASPP scores in ELA and Math to help develop a comprehensive plan to help students grow. ELPAC scores and the State Dashboard was used to target areas that needed specific attention. Everything from Chronic Absenteeism, Suspension Rates, PD, PLC time, Grade Level Collaboration, Direct Instruction and any other data that could be compiled was used to find areas of strengths and deficiencies that could be addressed were discussed.

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Ella Elementary found that our scores in both district assessments and last years CAASPP scores are slowly showing growth in all areas of ELA and Math groups and sub-groups. Our site has seen an increase in time with students in Tier 2 instruction in both Math and ELA and growth is steadily taking place. The main areas that are being addressed is our ELA and Math Sub-Groups that has shown that some sub-groups were not growing as fast as others. The groups are all getting extra time with Para Educators and intervention during the day with teachers at their ability levels. Ella Elementary determined that through this intervention time that assessments by the teachers and district assessments showed growth and that this should continue along with Tier 3 instruction for the 19-20 school year.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*

- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Through the PLC process Ella Elementary has developed a guiding coalition of teachers and administrators. The Guiding Coalition meets twice a month to go over grade level PLC meetings and determine the needs of students at Ella Elementary. The assessments are written by grade level teachers and by the district office. The PLC teams meet weekly to go over student's growth and assessments. The data is collected and put into Google Docs to be shared by all teachers and staff. The information is put into the Google Documents after each PLC grade level meeting and after each Guiding Coalition Meeting. This information is used to break students into groups for grade level instruction in both ELA and Math. The intervention is based on the students assessment scores and the teachers share students across the grade levels to provide Tier 1 and Tier 2 instruction in both ELA and Math. The students are getting daily interventions based on current assessments and classroom observations. EL and EO students and put into groups based on their assessments to help them grasp the State Standards in their grade levels. Students are monitored weekly to determine the needs that need the most interventions including students who tend to be absent at high levels. The PLC teams set the instruction and intervention in the weekly PLC meetings to best meet the need of all sub-groups in both ELA and Math.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

Ella Elementary has found that the data from district and site level assessments have proven to be valuable in helping students get the correct information to be able to be more prepared for their grade level standards and the curriculum being used. Students are showing steady growth in their ELA and Math from the daily interventions that are provided in every grade level. The PLC grade levels hold each other accountable for the growth of all students in their grade levels and the Guiding Coalition holds all grade level accountable in growth across all grade levels school wide. Through this direct approach all grade levels are seeing slow growth in their site assessments and district assessments in both ELA and Math.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

The Ella Elementary Site Surveys determined that the SPSA needed to provide more Para Educators. 5 total is being put into the plan for 19-20 and that teachers should continue to provide interventions daily to help all students and this will be done with weekly PLC meetings and Bi-Monthly PLC Guiding Coalition Meetings. Staff will provide PD to each other and support staff to ensure that everyone is trained and able to be a part of Tier 1, Tier 2 and now Tier 3 instruction. The members will ensure that all students are getting the tools they need to meet the rigor of their grade levels in both ELA and Math. Students will also be provided with technology and resources to ensure that they meet these goals. PD will be led by teachers and other qualified members to ensure that they have the tools to meet the needs of students during their intervention times.Growth by students on district and grade level assessments will be used to determine if these goals are being met along with all of the daily observations of the teachers and paras.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Ella Elementary will use ELAC, PTO and Staff meetings to share out the growth and concerns of all advisory groups that come up through the year. The meetings will have time dedicated to seeking the input and suggestions off all advisory groups to ensure that students educational needs are met. Teachers will meet with parents to discuss their students growth through planned parent conferences and they will make calls home to parents to make sure that all students and their represented sub-groups and being kept up with their student's progress. Each of the advisory groups will be told about the progress of students and staff throughout the year and how the intervention time in ELA and Math is going. All members and families will have the opportunity to have their questions and concerned voiced and heard during the meetings with both staff and administration.

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

Ella Elementary met with the Staff, ELAC and PTO to consult with them on their recommendations and needs for our school. They were each given the opportunity to take a needs assessment survey and then meet directly with administrators to voice their ideas for helping Ella Elementary meet the needs of its diverse student population. Ella Elementary will use ELAC, PTO and Staff meetings to share out the growth and concerns of all advisory groups that come up through the year. The meetings will have time dedicated to seeking the input and suggestions off all advisory groups to ensure that students educational needs are met. Teachers will meet with parents to discuss their students growth through planned parent conferences and they will make calls home to parents to make sure that all students and their represented sub-groups and being kept up with their student's progress. Each of the advisory groups will be told about the progress of students and staff throughout the year and how the intervention time in ELA and Math is going. All members and families will have the opportunity to have their questions and concerned voiced and heard during the meetings with both staff and administration.

Resource Inequities

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

Ella Elementary continues to find ways to use it resources to help all students and their represented sub-groups. It was determined that Ella needs to get more help in Tier 2 and Tier 3 instruction. This will be addressed by adding two more para educators and providing teachers time to meet weekly to plan for Tier 2 and Tier 3 instruction in their PLC grade level groups. This will be the first time that Ella has even attempted Tier 3 and the added resources will be needed to make this growth happen.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	2.2%	2.52%		13	15
African American	%	2.3%	2.68%		14	16
Asian	%	7.4%	6.38%		44	38
Filipino	%	0.3%	0.34%		2	2
Hispanic/Latino	%	58.3%	58.89%		349	351
Pacific Islander	%	%	%			
White	%	27.1%	26.68%		162	159
Multiple/No Response	%	1.2%	1.51%		7	9
	Total Enrollment				599	596

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		120	93
Grade 1		84	94
Grade 2		67	86
Grade3		80	68
Grade 4		89	77
Grade 5		92	92
Grade 6		67	86
Total Enrollment		599	596

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		280	237		46.7%	39.8%
Fluent English Proficient (FEP)		28	24		4.7%	4.0%
Reclassified Fluent English Proficient (RFEP)		13	11		5.2%	3.9%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	80	67	79	80	66	79	80	66	97.5	100	98.5
Grade 4	85	98	75	82	97	74	82	97	74	96.5	99	98.7
Grade 5	71	89	90	71	89	89	71	89	89	100	100	98.9
Grade 6	66	67	86	65	67	86	65	67	86	98.5	100	100
All Grades	303	334	318	297	333	315	297	333	315	98	99.7	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2364.	2365.	2372.	10	3.75	7.58	6	16.25	12.12	25	32.50	36.36	58	47.50	43.94
Grade 4	2430.	2400.	2398.	16	9.28	5.41	16	11.34	20.27	21	17.53	18.92	48	61.86	55.41
Grade 5	2451.	2463.	2440.	11	14.61	11.24	18	23.60	14.61	21	14.61	22.47	49	47.19	51.69
Grade 6	2480.	2479.	2508.	2	2.99	13.95	31	32.84	24.42	32	23.88	29.07	35	40.30	32.56
All Grades	N/A	N/A	N/A	10	8.11	9.84	17	20.12	18.10	25	21.62	26.35	48	50.15	45.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	7.50	9.09	39	38.75	43.94	52	53.75	46.97
Grade 4	11	12.37	4.05	38	34.02	44.59	51	53.61	51.35
Grade 5	8	17.98	13.48	31	39.33	40.45	61	42.70	46.07
Grade 6	8	10.45	17.44	45	52.24	43.02	48	37.31	39.53
All Grades	9	12.31	11.43	38	40.24	42.86	53	47.45	45.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	6.25	4.55	32	50.00	39.39	58	43.75	56.06
Grade 4	16	12.37	13.51	41	26.80	29.73	43	60.82	56.76
Grade 5	21	23.60	17.98	34	44.94	33.71	45	31.46	48.31
Grade 6	12	4.48	23.26	48	53.73	45.35	40	41.79	31.40
All Grades	15	12.31	15.56	38	42.64	37.14	47	45.05	47.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	3.75	6.06	56	70.00	72.73	34	26.25	21.21
Grade 4	20	6.19	2.70	60	46.39	66.22	21	47.42	31.08
Grade 5	10	16.85	7.87	51	43.82	35.96	39	39.33	56.18
Grade 6	8	10.45	11.63	71	65.67	62.79	22	23.88	25.58
All Grades	12	9.31	7.30	59	55.26	58.10	29	35.44	34.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	6.25	10.61	35	46.25	46.97	54	47.50	42.42
Grade 4	21	8.25	6.76	43	45.36	44.59	37	46.39	48.65
Grade 5	17	17.98	12.36	58	40.45	37.08	25	41.57	50.56
Grade 6	8	10.45	23.26	62	50.75	50.00	31	38.81	26.74
All Grades	14	10.81	13.65	48	45.35	44.44	37	43.84	41.90

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	80	67	80	80	67	80	80	67	98.8	100	100
Grade 4	85	98	75	82	97	74	82	97	74	96.5	99	98.7
Grade 5	71	89	89	71	89	88	71	89	88	100	100	98.9
Grade 6	66	67	86	65	67	86	65	67	86	98.5	100	100
All Grades	303	334	317	298	333	315	298	333	315	98.3	99.7	99.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2415.	2397.	2400.	10	6.25	7.46	28	21.25	20.90	33	33.75	32.84	30	38.75	38.81
Grade 4	2471.	2433.	2422.	20	9.28	1.35	24	12.37	16.22	26	42.27	41.89	30	36.08	40.54
Grade 5	2460.	2507.	2486.	7	21.35	12.50	15	19.10	18.18	34	38.20	34.09	44	21.35	35.23
Grade 6	2507.	2486.	2496.	17	4.48	12.79	22	20.90	24.42	35	34.33	25.58	26	40.30	37.21
All Grades	N/A	N/A	N/A	13	10.81	8.89	22	18.02	20.00	32	37.54	33.33	33	33.63	37.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	20.00	13.43	43	41.25	41.79	35	38.75	44.78
Grade 4	37	12.37	9.46	29	27.84	28.38	34	59.79	62.16
Grade 5	11	30.34	23.86	38	41.57	38.64	51	28.09	37.50
Grade 6	32	10.45	19.77	25	41.79	27.91	43	47.76	52.33
All Grades	26	18.62	17.14	34	37.54	33.97	40	43.84	48.89

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	8.75	14.93	51	56.25	41.79	38	35.00	43.28
Grade 4	17	9.28	4.05	43	38.14	41.89	40	52.58	54.05
Grade 5	6	17.98	11.36	35	44.94	45.45	59	37.08	43.18
Grade 6	17	8.96	10.47	51	40.30	43.02	32	50.75	46.51
All Grades	13	11.41	10.16	45	44.74	43.17	42	43.84	46.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	6.25	10.45	68	60.00	50.75	16	33.75	38.81
Grade 4	27	10.31	2.70	41	39.18	35.14	32	50.52	62.16
Grade 5	4	14.61	10.23	45	50.56	52.27	51	34.83	37.50
Grade 6	17	4.48	17.44	40	55.22	40.70	43	40.30	41.86
All Grades	16	9.31	10.48	49	50.45	44.76	35	40.24	44.76

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1399.6	1413.3	1367.6	31
Grade 1	1439.9	1445.1	1434.1	42
Grade 2	1481.3	1484.3	1477.8	41
Grade 3	1485.4	1484.0	1486.2	33
Grade 4	1497.9	1500.4	1494.9	36
Grade 5	1502.6	1502.9	1501.8	36
Grade 6	1522.6	1522.5	1522.0	28
All Grades				247

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	31
Grade 1	*	*	11	26.19	15	35.71	*	*	42
Grade 2	17	41.46	20	48.78	*	*			41
Grade 3	*	*	14	42.42	11	33.33	*	*	33
Grade 4	*	*	16	44.44	11	30.56	*	*	36
Grade 5	*	*	19	52.78	*	*	*	*	36
Grade 6	*	*	16	57.14	*	*	*	*	28
All Grades	45	18.22	105	42.51	62	25.10	35	14.17	247

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	31
Grade 1	11	26.19	15	35.71	*	*	*	*	42
Grade 2	23	56.10	15	36.59	*	*			41
Grade 3	*	*	16	48.48	*	*	*	*	33
Grade 4	12	33.33	20	55.56	*	*	*	*	36
Grade 5	16	44.44	13	36.11	*	*	*	*	36
Grade 6	13	46.43	11	39.29	*	*	*	*	28
All Grades	92	37.25	100	40.49	32	12.96	23	9.31	247

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	19	61.29	*	*	31
Grade 1	*	*	*	*	*	*	17	40.48	42
Grade 2	*	*	24	58.54	*	*	*	*	41
Grade 3	*	*	*	*	12	36.36	14	42.42	33
Grade 4	*	*	*	*	12	33.33	13	36.11	36
Grade 5	*	*	11	30.56	15	41.67	*	*	36
Grade 6	*	*	*	*	*	*	*	*	28
All Grades	23	9.31	71	28.74	82	33.20	71	28.74	247

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	13	41.94	11	35.48	*	*	31
Grade 1	19	45.24	18	42.86	*	*	42
Grade 2	29	70.73	12	29.27			41
Grade 3	*	*	24	72.73	*	*	33
Grade 4	12	33.33	21	58.33	*	*	36
Grade 5	16	44.44	17	47.22	*	*	36
Grade 6	*	*	19	67.86	*	*	28
All Grades	101	40.89	122	49.39	24	9.72	247

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	13	41.94	*	*	31
Grade 1	14	33.33	18	42.86	*	*	42
Grade 2	27	65.85	11	26.83	*	*	41
Grade 3	13	39.39	16	48.48	*	*	33
Grade 4	22	61.11	14	38.89			36
Grade 5	20	55.56	16	44.44			36
Grade 6	20	71.43	*	*	*	*	28
All Grades	125	50.61	94	38.06	28	11.34	247

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	20	64.52	*	*	31
Grade 1	11	26.19	14	33.33	17	40.48	42
Grade 2	14	34.15	23	56.10	*	*	41
Grade 3	*	*	16	48.48	15	45.45	33
Grade 4	*	*	18	50.00	16	44.44	36
Grade 5	*	*	22	61.11	11	30.56	36
Grade 6	*	*	*	*	16	57.14	28
All Grades	38	15.38	121	48.99	88	35.63	247

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	15	48.39	*	*	31
Grade 1	*	*	25	59.52	11	26.19	42
Grade 2	12	29.27	27	65.85	*	*	41
Grade 3	*	*	21	63.64	11	33.33	33
Grade 4	*	*	24	66.67	*	*	36
Grade 5	*	*	18	50.00	12	33.33	36
Grade 6	*	*	20	71.43	*	*	28
All Grades	36	14.57	150	60.73	61	24.70	247

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
596	92.8%	39.8%	1.7%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	237	39.8%
Foster Youth	10	1.7%
Homeless	7	1.2%
Socioeconomically Disadvantaged	553	92.8%
Students with Disabilities	63	10.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.7%
American Indian	15	2.5%
Asian	38	6.4%
Filipino	2	0.3%
Hispanic	351	58.9%
Two or More Races	6	1.0%
White	159	26.7%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

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

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

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
51.6 points below standard	50.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 3.9 points	Increased 6.2 points	3 students
298 students	157 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	52 points below standard	107.1 points below standard
4 students	Increased 4.2 points	Increased 20 points
	287 students	43 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	32.1 points above standard	0 Students
4 students	7 students	Increased 53.1 points	
		16 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
55 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	60.7 points below standard
Maintained 1.9 points	4 students		Increased 4.9 points
186 students			78 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
76.7 points below standard	64.3 points above standard	50.9 points below standard
Increased 8.1 points	Increased 22.6 points	Maintained 2.1 points
128 students	29 students	139 students

Conclusions based on this data:

1.

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.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
47.1 points below standard	42.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.7 points	Maintained -0.6 points	3 students
297 students	157 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	46.8 points below standard	107 points below standard
4 students	Declined -5.5 points	Declined -15.7 points
	286 students	43 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.1 points above standard	0 Students
4 students	6 students	Increased 13 points	
		16 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
45 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	59.9 points below standard
Declined -5.6 points	4 students		Declined -9.1 points
186 students			78 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
58.4 points below standard	27.3 points above standard	51.3 points below standard
Increased 4 points	Maintained -2.9 points	Declined -13.5 points
128 students	29 students	138 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
247	18.2%	42.5%	25.1%	14.2%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
10.8% chronically absent	5.9% chronically absent	25% chronically absent
Declined 1.1%	Increased 0.8%	Increased 16.7%
640 students	269 students	12 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
26.7% chronically absent	11.6% chronically absent	19% chronically absent
Declined 20%	Declined 0.6%	Increased 4.4%
15 students	596 students	79 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Red	No Performance Color
16.7% chronically absent	6.3% chronically absent	20.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 4.2%	Declined 9.1%	Increased 7.2%	4 students
18 students	16 students	39 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
8% chronically absent	22.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	13.4% chronically absent
Maintained 0.3%	Declined 2.8%	0 students	Declined 3.7%
373 students	18 students		172 students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	3	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
1.7% suspended at least once	0.7% suspended at least once	7.7% suspended at least once
Declined -0.3%	Declined -0.6%	Increased 7.7%
663 students	271 students	13 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
0% suspended at least once	1.8% suspended at least once	3.7% suspended at least once
Maintained 0%	Declined -0.3%	Increased 1.3%
15 students	617 students	82 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
4.8% suspended at least once	0% suspended at least once	0% suspended at least once	Less than 11 Students - Data
Declined -1.1%	Maintained 0%	Maintained 0%	4 students
21 students	16 students	39 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
1.6% suspended at least once	4.5% suspended at least once	0 Students	1.7% suspended at least once
Increased 0.3%	Declined -1.3%		Declined -1.3%
382 students	22 students		179 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
1.3% suspended at least once	1.9% suspended at least once	1.7% suspended at least once

Conclusions based on this data:

1.

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

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Goal 1

Students will make academic growth/progress on three forms of measures: 1) SBAC Scores 2) ELPAC Scores 3) Show a growth on the API and the subgroups of AYP
A. Ella will focus on EL, ELA and Math strategies to provide high quality first instruction. The strategies will enhance the learning environment for all Ella students. Ella Teachers will participate in direct instruction, lessons and intervention in EL, ELA and Math instruction. Teachers will jointly plan, observe, analyze and refine classroom lessons based on both the long-term goals for EL, ELA and Math students and the goals of a particular subject area or unit. This will require monthly articulations, intervention and tutoring to respond to the lessons -including what the students learned and student engagement.
B. On going PD will be used to assist teachers in their work will all students. The development of high quality first instruction and active student engagement will be used to improve academic achievement in every Ella student.
C Professional Development for all staff to help foster growth in EL, ELA, Math, Science, Social Science and behavioral management.

Identified Need

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind.	Results from the SBAC Results of the district benchmark exams Results of the ELPAC assessments Intervention recording sheets Articulation and PLC meeting with grade levels CAB tests Sign-in sheets Classroom assessments and intervention tests (developed by teachers and tests within the units)	Students that receive high quality instruction that are engaged perform better on individual assessments and state assessments.

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)

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

Ella Elementary will focus on EL and ELA strategies to provide high quality first instruction. These strategies will enhance the learning environment for all students. Teachers will voluntarily participate in Lesson Study and provide focused ELD and ELA lessons and interventions. Teachers jointly plan, observe, analyze, and refine classroom lessons based on both the long-term goals for ELA/EL students and the goals of a particular subject area or unit. Lesson Study also requires educators to study how students respond to these lessons – including their learning and engagement. Additional Lesson study and tutoring will allow for teachers to meet and improve their skills at providing higher level questions and adding more rigor to the curriculum. This will serve ALL students at Ella. Teachers meet weekly to develop lessons for all students to raise the rigor and develop higher level questions based on Bloom's Taxonomy. Staff Member to train ELAC and to drive the committee into a functioning, active body. Staff Member to facilitate technology to make it usable at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum into technology. Classified Staff will set up meetings with parents and provide interventions for parents and students. The staff will help parents and students with communication of events and meetings to make sure parents and students are at the meetings and to provide written and verbal communication where needed. Pay for subs so that teachers can get into other classrooms to provide instruction and peer coaching to help our students and teachers grow. Teachers will be providing Tier 1, Tier 2 and Tier 3 interventions to students in ELA and Math to help students get to grade level. PD, PLC Articulation, Enrichment and Guiding Coalition will meet together to use the data that is assessed to make sure students growth is monitored and leveled within ability groups.

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)
86000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The employment of effective high quality teaching strategies is essential in improving the academic achievement of each and every student.Professional development to enhance teacher skills and refocus plans for student achievement. This will include support from outside areas that promote PLC's and those coming to the site to provide PD for staff on PLC's These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Substitute, food and mileage costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: Solution Tree, Growth Mindset Conferences and Trainings, PLC Conferences and Trainings, CABE, EL Conference, CUE, Science, Wonders, Title 1 Conference, SCOE, GLAD, CLES, Common Core trainings and Behavior Mod Conference. Additionally, staff will attend trainings that will enable staff to develop a critical and necessary mission and vision of Ella.

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)
836	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

Elementary Student Support Specialist will help motivate EL students and parents to improve academic skills, attendance and attitude. Provide EL students and parents with academic counseling, Motivational Assemblies, Monitoring and maintaining EL student's achievement. Provide supplemental intervention for EL students. Pacing of Standards, use of meetings and ELAC to meet with parents and students about their progress, benchmark alignment, provide

ELPAC testing and and training to teachers, parents and students, choices, behavior modification, student/parent involvement, parent/home communication, home visits and SST's.

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)
17000	Title I

Strategy/Activity 4

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

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

Student Services Coordinator will provide students with academic counseling, Illuminate testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Victor Services. Will meet monthly with services to determine how best to serve students and families. Will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST and IEP process

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)
74000	Targeted

Strategy/Activity 5

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

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

Technology Lead will assist out teachers to enhance learning through improved integration of technology. The primary focus of the Technology Lead is to enrich and support teaching and learning while strengthening the technology skills of students, teachers and staff. A Technology

Lead will assist classroom teachers in the incorporation of technological hardware and software into daily instruction.

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)
63757	Targeted

Strategy/Activity 6

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

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

TOSA Teacher On Special Assignment. TOSA will work with EL Students by helping track their ELPAC Scores. Provide students with counseling on their ELPACS. Work with students and teachers to develop lessons that will guide EL Students and allow for them to be successful on the ELPAC and in the classroom. Pull out EL Students as needed and provide instruction that will guide their learning. Work with teachers in developing PD that will help the teachers guide their instruction for EL Students. Provide supplemental intervention for EL students. Pacing of Standards, use of meetings and ELAC to meet with parents and students about their progress, benchmark alignment, provide ELPAC testing and training to teachers, parents and students, choices, behavior modification, student/parent involvement and parent/home communication.

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)

Strategy/Activity 7

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

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

EL Para Educators that provide support to classrooms to help students that are EL. The Para Educators will work with students in grades 1-6th to support the students in ELA and Math with the direction of the classroom teachers. The Para Educators will work 3.5hrs a day 5 days a week in the classrooms with students that are struggling with ELA or Math during the workshop/small group times. Work with students and teachers to develop lessons that will guide EL Students and allow for them to be successful on the ELPAC and in the classroom. Pull small groups within the classroom with EL Students as needed and provide instruction that will guide their 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)
71000	Title I

Strategy/Activity 8

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

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

Small group intervention with EL students in ELA with a Long-Term Sub to help students with deficits in ELA. Intervention will allow for one to five ratio with students that struggle in ELA. Intervention will take place daily in grades 1st - 5th as needed and determined by the teacher.

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)

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

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Goal 2

Ella will teach EL, ELA and Math students using supplemental, external support programs and materials to enhance the core curriculum. The teachers will use the supplemental materials and external support specialists to provide growth in these three areas: 1) SBAC Scores 2) ELPAC Scores 3) Show a growth on the API and subgroups of AYP

Identified Need

Preschool throught 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Results from the SBAC Results of the district benchmark exams Results of the ELPAC assessments Intervention recording sheets Articulation and PLC meeting with grade levels CAB tests Classroom assessments and intervention tests (developed by teachers in Illuminate)	Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind.	Students that receive high quality instruction that are engaged perform better on district assessments and state assessments.

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)

Preschool throught 6th grade students
EL, ELA and Math Students
Students with disabilities

All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

Supplemental materials and programs to enhance the California state adopted curriculum will be purchased. These items include, but are not limited to, paper and printer ink to support supplemental programs such as: Renaissance, GLAD Strategies, Read Naturally, iPad Apps, iReady, CAB, Science, Curriculum Associates, Discovery Education, TpT, Moby Max, Scoot Pad, IXL Illuminate, Wonders workbooks that are not part of the core, Write Steps and BrainPop, Classroom Books for Classroom Libraries and Resource Libraries for classroom and intervention, and other supplemental curriculum to support the core curriculum. Books for the teacher library will also supplement classroom 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)
25000	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

Technology for students and staff. Laptops are used to
integrate technology to support the core curriculum. iPads
are used in Special Education classrooms and regular
education classrooms to engage students in their individual
learning experience. Computers that may need to be replaced due to age.Supplementary materials to enhance the classroom
environment and to create complete usage of programs
such as AR, AM, Curriculum Associates, BrainPop, Write Steps, GLAD, CAB, Illuminate, Wonders, Math Facts in a Flash. Materials for supplemental projects
Resource Library
Paper, ink cartridges
library and classroom books
Wonders Supplementals
Math Supplementals
EL/ELA Supplementals
Science Supplementals
TpT
Moby Max
CAB

BrainPop
Starfall
GLAD
Curriculum Associates
Scoot Pad
IXL
Discovery Education
Read Naturally
Illuminate
Spell City
Scholastic

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)
30000	Title I

Strategy/Activity 3

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

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

Supplemental Materials that help support and enhance the district curriculum in both Math and ELA/EL.

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)

Strategy/Activity 4

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

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

Print Shop to create learning aids for EL to supplement classroom instruction.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Preschool through 6th grade students
EL, ELA and Math Students
Students with disabilities
All students will grow from high quality first instruction with student engaged lessons.

Strategy/Activity

Students that meet proficient and advanced on Interim Tests and SBAC in Math, ELA, Science and ELPAC will be awarded for their achievements throughout the year.

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)
1000	Title I

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

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Goal 3

Parental Involvement is critical for Ella. From ELAC to PTO, Ella values and honors parental involvement by including them in all decisions. ELAC meets monthly as well as representatives on SSC and DELAC. EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Ella during and after the school day. Parents are encouraged to give input in the development and evaluation of the Site Plan.

Identified Need

All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parents sign in at monthly meetings, attendance records.	More parent involvement	As always, student achievement is measured by API and AYP. But it is also imperative to monitor attendance.

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)

All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus.

Strategy/Activity

Calling system to be used to contact parents to remind them of minimum days, days off of school, vacations. In addition, notes are provided in three languages.

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)

Strategy/Activity 2

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

All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus.

Strategy/Activity

Paper for notices for all parents with regards to events, meetings, activities, and learning opportunities offered at the school. This also includes the monthly newsletter

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)

Strategy/Activity 3

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

All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus.

Strategy/Activity

Provide fingerprinting for parents, guardians and volunteers to be apart of the classrooms and helping out with the 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)
2571	Title I Parent Involvement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus.

Strategy/Activity

EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Ella during and after the school day.

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)
3000	Discretionary

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 4

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

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)

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 5

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

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)

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	$374,164.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	205,836	0.00
Title I Carryover		
Title I Parent Involvement	2,571	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	162,757	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	312,593.00
Goal 2	56,000.00
Goal 3	5,571.00
Goal 4	
Goal 5	
Goal 6	

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:

Rob Gregor School Principal

Pete Jeffrey Classroom Teachers

Meng Xiong Other School Staff

Cherie Baker Parent or Community Members

Name of Members	Role
Mailee Lor	Classroom Teacher
Lynn Lucas	Classroom Teacher
Tamiya Gillman	Parent or Community Member
Maria Pinedo	Parent or Community Member
Jennifer O'Donnell	Parent or Community Member
Shannon Dunn	Parent or Community Member

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

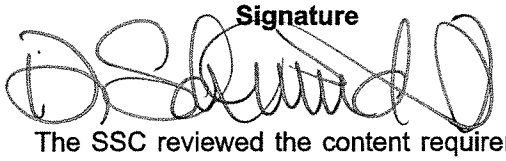
Recommendations and Assurances

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:

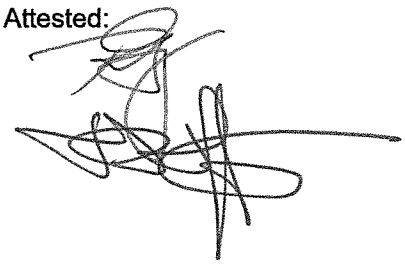
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 05/20/2019.

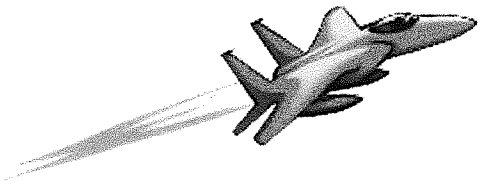
Attested:



Principal, Rob Gregor on 5/20/2019

SSC Chairperson, Pete Jeffrey on 5/20/2019

School Year: **2019-20**



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
Johnson Park Elementary School	58-72736-6056709	5/22/19	

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
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement
The purpose of this plan is to identify the areas of strength and areas of growth for Johnson Park.

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.

Johnson Park will align it's site plan to the MJUSD district LCAP plan and will use meet the following requirements through transparency and team work.
1) Academic achievement
2) Academic progress
3) English language proficiency
4) High school graduation rates

We will also look to increase attendance while lowering discipline rates through our PBIS program.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Common Assessments, Universal Screener (AR/STAR), Enrollment & Attendance data, CAASPP-ELA and Math, ELPAC, Dashboard Data (Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate), Lexia assessments, Attendance
Reports, Discipline Reports, PD Plans, Teacher Surveys, Parent and Community Surveys, Observations, Parent Conference and Parent Participation Data

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Academic Engagement:
ENGLISH LANGUAGE ARTS - All students maintained points but still remain 46.8 points below standard resulting in a orange Indicator. Students with Disabilities declined and need to be a FOCUS moving forward.
MATH - All students maintained points but still remain 54.5 points below standard resulting in a Yellow indicator.Students with Disabilities declined and need to be a FOCUS moving forward.
CHRONIC ABSENTEEISM - Increased 1.6% with 9.4% of students chronically absent. This needs to be a FOCUS moving forward.
Conditions and Climate:
SUSPENSION RATE - Declined 6.0%. This needs to be focus at JPE. Estimates have suspensions decreasing by @ 20% for the 18-19 school year.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*

- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Academic Engagement:
This year we created common grade level intervention (JET) times for every grade level. During grade level JET times, every student is involved in small group instruction with a teacher and/or paraprofessional. The students are grouped based on their reading levels and instruction is focused at in their instructional levels. This guarantees ALL students get individualized instruction where they need it the most. Our PLC Collaboration efforts have centered on planning instruction, monitoring student progress and adjusting instruction for JET time. Our teachers have quickly become experts when it comes to understanding the specific needs for each students and how best to ensure growth for all. This year the focus was centered mainly on ELA and for the last 1/3rd of the school year, we added the math component in JET time.

Conditions and Climate:
PBIS continues to drive our efforts to promote and recognize students for their Positive Behaviors. Our training in PBIS has reached a level where we are now focused on pursuing the Tier II level of PBIS for the 19-20 school year. We created our
"Maintenance Hangar" student support center. In the Maintenance hangar, our administrative and support staff support students utilizing conflict
management, reflective and restorative practices, and personal counseling. All of these supports carry the same goal, to help students increase their positive choices and maximize positive behaviors.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

We have seen growth in many areas of our school and although there are still areas needing to be addressed, Johnson Park
is emerging as a school focused on growth. This is possible because we all believe Johnson Park is a place
where all students will be successful! We will continue with the plan in place.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

We will be providing PD in the following areas in addition to what MJUSD offers:

PLC summer institute, Restorative Practices institute, Growth mindset work, PBIS, Lexia, Wonders, Go Math and Science curriculum trainings.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

SPSA is developed and shared at ELAC and Site Council meetings. Parents are encouraged to take part in both to provide input and guidance. Teachers regularly communicate with parents through the use of email, classroom newsletters, and parent
conferences.

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

For the SPSA annual review and update, the following were involved:
Teachers, parents, community members, paraprofessionals, ELAC committee, SSC, students

Resource Inequities

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

Areas of need include focusing on two main areas in order to improve our school academic, attendance, and behavioral performance. We will focus on making sure our EL, low socioeconomic status families, SPED and homeless students are targeted with resources and interventions to improve.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.6%	1.01%		2	4
African American	%	3.6%	4.28%		13	17
Asian	%	6.4%	6.05%		23	24
Filipino	%	0.8%	0.76%		3	3
Hispanic/Latino	%	59.1%	57.93%		212	230
Pacific Islander	%	0.3%	%		1	
White	%	25.9%	27.71%		93	110
Multiple/No Response	%	0.6%	0.25%		2	1
			Total Enrollment		359	397

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		63	83
Grade 1		51	50
Grade 2		48	48
Grade3		41	52
Grade 4		59	45
Grade 5		38	70
Grade 6		59	49
Total Enrollment		359	397

Conclusions based on this data:

1. Johnson Park has seen two years of continued growth in the number of students. With the new homes in the area this will be expected to continue.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		131	118		36.5%	29.7%
Fluent English Proficient (FEP)		13	14		3.6%	3.5%
Reclassified Fluent English Proficient (RFEP)		7	14		5.6%	10.7%

Conclusions based on this data:

1. We have a 5.5% increase in the number of students who are RFEP. This is a celebration.
2. Continue with our EL interventions targeting all EL levels on the ELPAC test.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	42	50	49	41	50	48	41	50	96.1	97.6	100
Grade 4	46	57	50	45	57	48	45	57	48	97.8	100	96
Grade 5	53	43	68	53	43	68	52	43	68	100	100	100
Grade 6	67	56	48	66	54	48	65	54	48	95.7	96.4	100
All Grades	217	198	216	213	195	214	210	195	214	97.3	98.5	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2387.	2367.	2387.	13	2.44	16.00	13	26.83	14.00	38	17.07	26.00	38	53.66	44.00
Grade 4	2414.	2412.	2400.	9	10.53	4.17	18	21.05	16.67	20	12.28	22.92	53	56.14	56.25
Grade 5	2479.	2462.	2458.	6	11.63	13.24	37	27.91	22.06	31	16.28	17.65	27	44.19	47.06
Grade 6	2486.	2490.	2490.	0	5.56	8.33	29	25.93	25.00	37	33.33	27.08	34	35.19	39.58
All Grades	N/A	N/A	N/A	6	7.69	10.75	25	25.13	19.63	32	20.00	22.90	37	47.18	46.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	7.32	16.00	44	34.15	40.00	44	58.54	44.00
Grade 4	9	14.04	10.42	38	40.35	33.33	53	45.61	56.25
Grade 5	8	13.95	17.65	52	46.51	42.65	40	39.53	39.71
Grade 6	6	14.81	8.33	42	46.30	45.83	52	38.89	45.83
All Grades	9	12.82	13.55	44	42.05	40.65	48	45.13	45.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	4.88	16.00	48	43.90	32.00	44	51.22	52.00
Grade 4	18	17.54	4.17	38	40.35	39.58	44	42.11	56.25
Grade 5	31	20.93	14.71	44	41.86	35.29	25	37.21	50.00
Grade 6	6	14.81	12.50	62	51.85	41.67	32	33.33	45.83
All Grades	15	14.87	12.15	49	44.62	36.92	36	40.51	50.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	4.88	6.00	60	65.85	78.00	31	29.27	16.00
Grade 4	7	3.51	4.17	69	50.88	79.17	24	45.61	16.67
Grade 5	12	6.98	8.82	71	58.14	60.29	17	34.88	30.88
Grade 6	3	5.56	12.50	71	72.22	64.58	26	22.22	22.92
All Grades	7	5.13	7.94	68	61.54	69.63	25	33.33	22.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	12.20	16.00	46	43.90	50.00	35	43.90	34.00
Grade 4	4	15.79	6.25	64	49.12	54.17	31	35.09	39.58
Grade 5	25	18.60	20.59	54	41.86	33.82	21	39.53	45.59
Grade 6	12	12.96	22.92	62	53.70	45.83	26	33.33	31.25
All Grades	15	14.87	16.82	57	47.69	44.86	28	37.44	38.32

Conclusions based on this data:

1. Test scores have been maintaining overall. This is a focus areas. JET time will be one way to improve.
2. Continue promoting literacy through AR and the Lexia program to increase reading comprehension.
3. Addition of paras to provide more targeted instruction.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	42	50	49	41	50	48	41	50	96.1	97.6	100
Grade 4	46	57	50	45	57	48	44	57	48	97.8	100	96
Grade 5	53	43	68	53	43	68	52	43	68	100	100	100
Grade 6	67	56	48	66	54	48	65	54	48	95.7	96.4	100
All Grades	217	198	216	213	195	214	209	195	214	97.3	98.5	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2409.	2402.	2398.	13	7.32	2.00	29	21.95	26.00	19	24.39	38.00	40	46.34	34.00
Grade 4	2425.	2431.	2423.	5	5.26	2.08	7	19.30	18.75	48	40.35	31.25	41	35.09	47.92
Grade 5	2450.	2458.	2468.	2	2.33	8.82	13	13.95	16.18	35	39.53	32.35	50	44.19	42.65
Grade 6	2480.	2487.	2481.	5	9.26	4.17	14	20.37	12.50	35	27.78	47.92	46	42.59	35.42
All Grades	N/A	N/A	N/A	6	6.15	4.67	16	18.97	18.22	34	33.33	36.92	44	41.54	40.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	7.32	18.00	42	43.90	40.00	38	48.78	42.00
Grade 4	7	10.53	8.33	32	29.82	29.17	61	59.65	62.50
Grade 5	8	6.98	16.18	29	32.56	36.76	63	60.47	47.06
Grade 6	14	16.67	8.33	29	33.33	37.50	57	50.00	54.17
All Grades	12	10.77	13.08	33	34.36	35.98	55	54.87	50.93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	9.76	8.00	48	39.02	44.00	38	51.22	48.00
Grade 4	7	10.53	2.08	36	42.11	45.83	57	47.37	52.08
Grade 5	2	2.33	11.76	40	48.84	41.18	58	48.84	47.06
Grade 6	5	12.96	6.25	43	40.74	47.92	52	46.30	45.83
All Grades	7	9.23	7.48	42	42.56	44.39	51	48.21	48.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	17.07	8.00	52	56.10	52.00	31	26.83	40.00
Grade 4	9	14.04	4.17	45	43.86	58.33	45	42.11	37.50
Grade 5	2	4.65	8.82	40	53.49	42.65	58	41.86	48.53
Grade 6	5	14.81	6.25	48	42.59	41.67	48	42.59	52.08
All Grades	8	12.82	7.01	46	48.21	48.13	46	38.97	44.86

Conclusions based on this data:

1. Test scores have been maintaining overall. This is a focus areas. JET time will be one way to improve.
2. Addition of more math interventions to begin in 19-20. This will be accomplished by hiring new paras to do push in interventions at all grade levels.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1398.9	1404.8	1384.9	27
Grade 1	1457.8	1447.8	1467.4	26
Grade 2	1476.6	1456.3	1496.5	20
Grade 3	1472.3	1461.5	1482.6	19
Grade 4	1513.7	1504.5	1522.2	22
Grade 5	1526.5	1517.7	1534.8	23
Grade 6	1520.6	1498.6	1541.9	19
All Grades				156

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	12	44.44	*	*	27
Grade 1	*	*	12	46.15	*	*	*	*	26
Grade 2	*	*	*	*	*	*	*	*	20
Grade 3			*	*	*	*	*	*	19
Grade 4	*	*	*	*	*	*	*	*	22
Grade 5	11	47.83	*	*	*	*	*	*	23
Grade 6	*	*	*	*	*	*	*	*	19
All Grades	40	25.64	55	35.26	39	25.00	22	14.10	156

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	27
Grade 1	*	*	12	46.15	*	*	*	*	26
Grade 2	*	*	*	*	*	*	*	*	20
Grade 3	*	*	*	*	*	*	*	*	19
Grade 4	*	*	*	*	*	*	*	*	22
Grade 5	13	56.52	*	*			*	*	23
Grade 6	*	*	*	*	*	*	*	*	19
All Grades	48	30.77	63	40.38	24	15.38	21	13.46	156

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	12	44.44	*	*	27
Grade 1	*	*	*	*	*	*	*	*	26
Grade 2	*	*	*	*	*	*	*	*	20
Grade 3			*	*	*	*	*	*	19
Grade 4	*	*	*	*	*	*	*	*	22
Grade 5	*	*	*	*	*	*	*	*	23
Grade 6	*	*	*	*	*	*	*	*	19
All Grades	36	23.08	44	28.21	45	28.85	31	19.87	156

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	40.74	14	51.85	*	*	27
Grade 1	18	69.23	*	*			26
Grade 2	13	65.00	*	*	*	*	20
Grade 3	*	*	12	63.16	*	*	19
Grade 4	11	50.00	*	*	*	*	22
Grade 5	11	47.83	11	47.83	*	*	23
Grade 6	*	*	11	57.89	*	*	19
All Grades	74	47.44	72	46.15	*	*	156

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	14	51.85	11	40.74	27
Grade 1	*	*	18	69.23	*	*	26
Grade 2	*	*	14	70.00	*	*	20
Grade 3	*	*	11	57.89	*	*	19
Grade 4	*	*	*	*	*	*	22
Grade 5	18	78.26	*	*	*	*	23
Grade 6	*	*	*	*	*	*	19
All Grades	41	26.28	80	51.28	35	22.44	156

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	18	66.67	*	*	27
Grade 1	11	42.31	11	42.31	*	*	26
Grade 2	*	*	*	*	*	*	20
Grade 3			*	*	*	*	19
Grade 4	*	*	11	50.00	*	*	22
Grade 5	*	*	12	52.17	*	*	23
Grade 6	*	*	*	*	*	*	19
All Grades	41	26.28	75	48.08	40	25.64	156

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	40.74	11	40.74	*	*	27
Grade 1	*	*	14	53.85	*	*	26
Grade 2	*	*	11	55.00			20
Grade 3	*	*	11	57.89	*	*	19
Grade 4	*	*	16	72.73	*	*	22
Grade 5	*	*	*	*	*	*	23
Grade 6	*	*	11	57.89	*	*	19
All Grades	49	31.41	84	53.85	23	14.74	156

Conclusions based on this data:

1. Continue providing EL interventions for all students who score on the lower end of the results. JET time interventions
2. Promote and encourage reading with our AR program and Lexia with the reading plus component.
3. Use of baseline data in all planning for EL students.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
397	**87.4%**	**29.7%**	**1.0%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	118	29.7%
Foster Youth	4	1.0%
Homeless	7	1.8%
Socioeconomically Disadvantaged	347	87.4%
Students with Disabilities	50	12.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	4.3%
American Indian	4	1.0%
Asian	24	6.0%
Filipino	3	0.8%
Hispanic	230	57.9%
Two or More Races	8	2.0%
White	110	27.7%

Conclusions based on this data:

1. Our EL, SPED and socioeconomically populations are our focus for both math and ELA achievements.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Focus must be made on primary skills to promote student success in both ELA and Math. We will continue our intervention time with focus on targeted groups of kids based on assessment data.
2. Efforts will be made to promote good attendance with our students. Our chronic absenteeism is too high.
3. Suspension rates need to go down. The conclusion was that based on the last two years data, there was a lack of consistency in discipline in the 16-17 school year. This has improved and will continue to be a focus.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

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

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
46.8 points below standard	51.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 2.4 points	Maintained -2.9 points	2 students
183 students	86 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	46 points below standard	115 points below standard
2 students	Increased 3.9 points	Maintained -2.4 points
	167 students	25 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	55.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
9 students	1 students	Declined -5.5 points	2 students
		13 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
47.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	51.2 points below standard
Declined -5.7 points	2 students		Increased 10.8 points
109 students			46 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
76.2 points below standard	41.8 points above standard	42.6 points below standard
Declined -5.5 points	Increased 21.1 points	Increased 7.2 points
68 students	18 students	97 students

Conclusions based on this data:

1. Continue to provide quality interventions to all current EL students.
2. Work with families to teach parents how to support kids in reading and comprehension.

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.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
54.5 points below standard	56 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 2 points	Declined -6.3 points	2 students
183 students	86 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	52.5 points below standard	80.8 points below standard
2 students	Increased 4.1 points	Increased
	167 students	28.2 points 25 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	70.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
9 students	1 students	Declined -24.8 points	2 students
		13 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
55.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	55.5 points below standard
Declined -8.7 points	2 students		Increased
109 students			25.7 points 46 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
72.1 points below standard	4.9 points above standard	53.2 points below standard
Declined -5.8 points	Maintained 2.8 points	Increased 10.2 points
68 students	18 students	97 students

Conclusions based on this data:

1. Focus on math interventions with English language supports to help improve math achievement.
2. Work with parents to teach parents how to support students in math and in school in general.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
156	25.6%	35.3%	25%	14.1%

Conclusions based on this data:

1. Ensure quality EL interventions to all EL students.
2. Use of data from SIPPS, Wonders, Go Math, Lexia and STAR to guide interventions.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	1

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	No Performance Color
9.4% chronically absent	1.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.6%	Declined 3%	8 students
448 students	168 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
42.9% chronically absent	9.7% chronically absent	15% chronically absent
Increased 21.4%	Increased 1.6%	Increased 7.2%
14 students	393 students	60 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
19.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	14.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 18.3%	4 students	Increased 6.8%	3 students
26 students		27 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
6.4% chronically absent	16.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	12% chronically absent
Increased 0.7%	Increased 16.7%	0 students	Increased 2.8%
251 students	12 students		125 students

Conclusions based on this data:

1. Target all students on increasing attendance. Work with SARB board to give parents resources and supports to help get kids to school.
2. Target homeless specifically and use whatever resources are available to get the students to school.
3. Provide very strong school wide incentive program to increase attendance.

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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
5	0	0	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
7.6% suspended at least once	4% suspended at least once	Less than 11 Students - Data Not 10 students
Increased 6.1% 487 students	Increased 2.6% 175 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
10.5% suspended at least once	7.7% suspended at least once	18% suspended at least once
Increased 3.4% 19 students	Increased 6.1% 428 students	Increased 12.4% 61 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
13.8% suspended at least once	Less than 11 Students - Data	6.1% suspended at least once	Less than 11 Students - Data
Increased 7.5%	4 students	Increased 6.1%	3 students
29 students		33 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Red
6.3% suspended at least once	13.3% suspended at least once	0 Students	8.9% suspended at least once
Increased 5.1%	Increased 13.3%		Increased 7%
268 students	15 students		135 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
4.9% suspended at least once	1.5% suspended at least once	7.6% suspended at least once

Conclusions based on this data:

1. Need one year to normalize data. Behavior program in the 2016-2017 year was minimal and many behaviors were ignored.
2. Continue strong PBIS implementation at the school wide level with professional development for fidelity in implementation.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all
students, including support systems which meet the needs of the targeted population.

Goal 1

All learners in all grade levels will improve their proficiency by 10% in language arts and in mathematics, moving students from the lowest performance levels to approaching levels, and from approaching to meets or exceeds standards. All learners will also make 1 year of growth on the STAR reading, Early Literacy, and STAR math assessments.

Identified Need

Student growth, based on the CASSPP is lower then where it should be. Johnson park is also below grade level and needs to bring up all academic achievements in ELA, math and science.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	54.4 below standard for 17-18	Growth for 18-19 by 20 points overall
CAAPP ELA	46.8 below standard for 17-18	Growth for 18-19 by 20 points overall
STAR ELA	Overall average growth of 0.64 for 18-19	Growth of 1.0 overall
STAR math	Overall average growth of 0.9 for 18-19	Growth of 1.0 overall

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)

RTI time (JET) time for all EL and lower performing students will be supported by this position.

Strategy/Activity

Provide bilingual Student Support Specialist/Para-Educator to monitor student placement, assessment, provide ELD tutoring, intervention and communicate with staff, district office and parents. Student Support Specialist will also work with students to assist them in developing study skills interventions to assist with core curriculum. Student Support Specialist will help to identify students that are academically at risk and will help coordinate intervention services for these 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)
42250	Title I

Strategy/Activity 2

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

Paraprofessional provides targeted intervention using SIPPS as well as district approved curriculum. This will be for all at-risk students in first and second grades.

Strategy/Activity

Increase and provide consistent ELA instruction as well as provide further intervention for grades 1 and 2. Provide support for classes during their ELA workshop
time to maximize ELA instruction for all students. Provides targeted intervention using SIPPS as well as district approved curriculum. Provide (1) 3 hour paraeducators
to provide assistance to the classroom teacher providing ELA instruction.

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)
13650	Title I

Strategy/Activity 3

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

The library will be accessible to students and staff providing materials to supplement the curriculum, opportunities for students to continue a deeper study of concepts presented
in class. Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use library. These library
resources will also include reading intervention materials to help students increase their reading proficiency.

Strategy/Activity

Increase school wide literacy by improving resources in the library, utilizing Lexia, Reading Plus and AR as classroom resources, increase literacy through actively engaging students in meaningful and well planned lessons promoting all areas in literacy. Funding will also be put in place to purchase more books for the library. Provide a 6 hour per day Literacy Resource Technician that will ensure the library is accessible to students and staff providing materials to supplement the curriculum, opportunities for students to continue a deeper study of concepts presented in the classroom. 4 hours funded by site, 2 hours funded by the district.

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)
5,000	Targeted
8,600	Targeted
11,650	Targeted
11,900	Targeted

Strategy/Activity 4

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

All students identified as at-risk have the opportunity to attend after - school tutoring as recommended and dependent on whether the students can stay after school or not.

Strategy/Activity

Extended learning time: Provide during-school and afterschool tutoring to students who are performing below grade level in ELA and math. Instruction will be targeted to addressing specific standards. Regular assessments will monitor progress of students participating in extended learning time. STARS after-school program will work with after-school tutors to develop schedules for students needing tutoring and attending the after-school 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)	Source(s)
20,000	Targeted

Strategy/Activity 5

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

All students will benefit from teachers being able to work with, and observe other teachers.

Strategy/Activity

Provide staff development opportunities to improve content instruction, instructional strategies, instructional technology, classroom management, data analysis and structured teacher planning time. Have teachers from other sites share successful practices. Provide opportunities for teachers to observe other teachers in their classroom (on site and at other schools). Training on effective teaching strategies on buyback days and/or after school. Including but not limited to PBIS training, which is our school wide discipline program. Trainings and conferences are necessary to ensure full implementation of the program. Increase support given to the PBIS program and support provided to staff and teachers by providing time for PBIS

coordinator to plan and implement PBIS procedures.

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	Targeted

Strategy/Activity 6

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

Provide planners for each student in grades 4-6.

Strategy/Activity

Provide planners for each student in grades 4-6. The planners will serve as a communication tool between the classroom and home. Additionally, the planners will provide organizational and planning skills including goal setting, identifying procedures in the task, identifying parts of the task, and assigning time to the task. All of theses help build cognitive strategies necessary for achievement as identified in A Framework for Understanding Poverty by Ruby Payne.

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)
1,800	Discretionary

Strategy/Activity 7

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

All students can benefit.

Strategy/Activity

Provide supplemental instructional materials to improve instruction, align the curriculum with standards, and provide students with extended learning opportunities. This will include supplemental Math, ELA, science, art, and social science supplemental books, materials and supplies.

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)
5,000	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students benefit from adequate technology.

Strategy/Activity

Provide Technology equipment for classrooms, (Chromebooks, PCs, Ipads as needed, laptops, printers, monitors, LCD projectors and Smartboards) to help assist students with learning technology components of key standards and for intervention opportunities. This will also include 300 licenses for the Go Guardian student monitoring software for 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)	Source(s)
20,000	Targeted

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All kindergarten students benefit.

Strategy/Activity

Provide support through hiring para educators for kindergarten classes. These positions will provide instructional support to classroom teachers on a daily basis. Strategies will include individual, small group and whole class support to help increase academic achievement in ELA and math.

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)
37,906	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students grades 2 through 6 benefit from these positions.

Strategy/Activity

Provide support through hiring para educators to provide intervention support for 2nd through 6th grades. These positions to provide instructional support to classroom teachers on a daily basis. Strategies will include individual,small group and whole class support to help increase academic achievement in ELA and math.

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)
39,130	Title I

Strategy/Activity 11

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

All students who are identified as at-risk with reading and math skills. Students with social emotional needs and/or those who have behaviors issues.

Strategy/Activity

Provide a second temporary Student Support Specialist/Para-Educator to monitor student placement, assessment, provide ELD tutoring, intervention and communicate with staff, district office and parents. Student Support Specialist will also work with students to assist them in developing study skills interventions to assist with core curriculum. Student Support Specialist will help to identify students that are academically at risk and will help coordinate intervention services for these students. This position will also help with student social emotional awareness and discipline issues.

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)
42000	CSI

Strategy/Activity 12

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

All students will benefit.

Strategy/Activity

Support the growth of the new science curriculum by providing materials and consumables for the science 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)	Source(s)
7,000	Targeted

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students benefit from adequate copying machines and resources.

Strategy/Activity

School will provide copying equipment, maintenance contracts and supplies for supplemental direct instruction. Maintain copying contracts and supplies for all staff supports and

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)
8,291	Targeted

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students through JET time interventions and push in interventions.

Strategy/Activity

Provide support through hiring 9 temporary para educators to provide intervention support for 1st through 6th grades. These positions to provide instructional support to classroom teachers on a daily basis. Strategies will include individual,small group and whole class support to help increase academic achievement in ELA and math.

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)
130,442	CSI

Annual Review

SPSA Year Reviewed: 2018-19

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.

Overall there have been improvements in all grades in both math and ELA performance. This data is from STAR math and ELA assessments. In Math the overall growth rate was 0.9. In ELA the overall growth rate was 0.6. In the Lexia reading program, at the beginning of the year, JPE was 71% below grade level and 29% at grade level. At the end of the 18-19 year, Johnson Park is now

30% below grade level, 36% at grade level and 34% above grade level, which show some significant growth.

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

There are no major differences.

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

The goals will be the same but we are adding more paraprofessionals and a temporary student support specialist to support all learning at a more in-depth level.

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

School will work to continue promoting PBIS as a school wide program promoting a safe school environment that is both physically and emotionally safe. Staff will continue strong implementation of PBIS Tier I and will work to begin Tier II interventions for student supports. School will also continue to recognize all stakeholders in the school setting and will provide supports to all students, staff and families to promote a safe environment for all.

Identified Need

Student discipline and absenteeism is higher then it should be. Providing a more nurturing, positive and uplifting environment where students have the opportunity to grow emotionally and to improve attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries assertive discipline data	110 days of suspension in 17-18/ 81 days for 18-19	Improvement in suspension data by @ 27%
Aeries attendance data	Increase of attendance by 1% for 18-19	Expected increase of 2%

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)

All students have the opportunity to serve in school.

Strategy/Activity

Provide opportunities for students to take ownership in the school culture through various activities such as Student Council with school and community service, recess rangers to improve playground culture, students helping with arrival and dismissal, and community events at 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)

500	Discretionary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students are part of PBIS.

Strategy/Activity

PBIS assemblies to support and increase student attendance, increase grades and create a positive culture on campus. The system will reinforce the positive behavior expectations and recognize increased academic performance and an increase in attendance.

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)
2,860	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Training for teachers means all students will benefit from the program.

Strategy/Activity

Provide the opportunity for professional development but not limited to PBIS training, which is our school wide discipline program. Johnson Park is ready to begin year 2 of the 3 year implementation program. Trainings and conferences are necessary to ensure full implementation of the program. Increase support given to the PBIS program and support provided to staff and teachers by providing time for PBIS coordinator to plan and implement PBIS procedures.

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)
2,000	Targeted

Annual Review

SPSA Year Reviewed: 2018-19

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.

Suspensions for the 18-19 year are currently down by approximately 27% as compared to the previous year. This is a celebration. Culture in the school is positive and moving forward.

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

There is no major difference.

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

No major changes will be made.

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

Increase parent, family, and community involvement in the education of all students.

Goal 3

School will provide more information and communication with families to help increase parent, family, and community involvement in the education of all students. Parents will be given multiple opportunities to participate, support and ask for assistance from the school staff to help guide students to success.

Identified Need

Increase parent involvement in school activities, in the classroom and on field trips. Increase awareness of classroom and school policies and procedures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents added to volunteer database	13 new parents became regular volunteers	17 were expected to add to the database
Number of participants at family events	Over 300 at both the fall and spring festival/record numbers at all movie nights and back to school night	Expectations were met as far as numbers. Would like to see more new parents volunteers at events.
School Messenger reports	Phone messages listened to by more parents in 18-19 than in 17-18 (Spanish and English)	This was expected

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)

All parents have this opportunity to help all students.

Strategy/Activity

Encourage parents to volunteer in their child's classroom in order to understand the standards which are being addressed at their child's grade level. School will sponsor a limited number of parents by providing free fingerprinting for parents to participate in school activities.

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 I Parent Involvement

Strategy/Activity 2

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

All students have access to information.

Strategy/Activity

School will increase communication through phone messages, emails, newsletters and flyers.

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)
160	Title I Parent Involvement
300	Discretionary

Annual Review

SPSA Year Reviewed: 2018-19

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.

Parent involvement was higher in 18-19 then in 17-18. Attendance at events was strong and participation was higher.

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

There were no major differences.

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.

None

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	$413,939.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	132,936	0.00
Title I Carryover		
Title I Parent Involvement	1,660	0.00
Title I Parent Involvement Carryover		
CSI	172,442	0.00
Targeted	104,301	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	406,619.00
Goal 2	5,360.00
Goal 3	1,960.00
Goal 4	
Goal 5	
Goal 6	

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

5 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jesus Rivas	Classroom Teacher
Emily McKinnon	Classroom Teacher
Paula Graham	Classroom Teacher
Meenu Pal	Classroom Teacher
John Kovach	Principal
Jiwan Ghag	Classroom Teacher
Carol Wood	Other School Staff
Margie Evangelista	Parent or Community Member
Karen Warner	Parent or Community Member
Ana Garcia	Parent or Community Member
Nancy Ordaz	Parent or Community Member
Lupe Seville	Parent or Community Member

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

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:

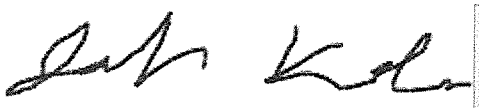
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

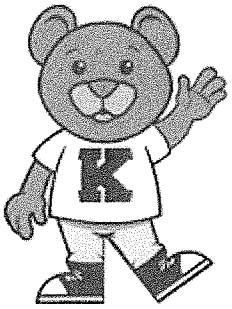
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/22/19.

Attested:

	Principal, John Kovach on 5/22/19
	SSC Chairperson, Margie Evangelista on 5/22/19

School Year: **2019-20**



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
Kynoch Elementary School	58-72736-6056774	05/16/2019	

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.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Universal Screener (STAR Reading, Early Literacy, STAR Math 360), Grade level created Common Formative Assessments, state approved/adopted curriculum assessments, ELPAC, Accelerated Reader, Enrollment, Dashboard, Chronic Absenteeism, Attendance Reports, Discipline Reports (AERIES/SWIS), Teacher Surveys, Parent & Community Surveys, Observations, Library Usage and Collection Inventories, Moby Max, Reflex, Prodigy, etc.

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

*Results from the beginning of the school year through the middle of the 2nd trimester Universal Screeners of STAR Early Literacy for 1st grade, STAR Reading for 3rd grade and STAR Math for 5th grade reveal growth. We looked at 1st graders moving up or down levels (Early Emergent, Late Emergent, Transitional Reader or Probable Reader) in STAR Early Literacy. Data shows three students regressed, 31 maintained the same level, 58 students moved up one level and 17 students moved up two levels. For STAR Reader, we looked at student growth in Grade Equivalent and in Instructional Reading Level and the data revealed that we had an average growth of .68 in GE for the time period from the beginning of the school through mid February and an average growth of .84 in IRL for the same time period. Finally, for STAR Math, we looked at student growth in Grade Equivalent and in Percentile Rank and the data revealed that we had an average growth of .95 for the time period from the beginning of the school year through the end of February for two classes and the middle of March for two classes. Data showed an increase of 3.175 in Percentile Rank for the same time period.
*Enrollment on our site is highly transient. As of August 16, the second day of school, and April 23, we had 221 students enroll and 180 students disenroll: TK--+3 -3; K--+34 -26; 1st--+30 -20; 2nd--+53 -42; 3rd--+62 -52; 4th--+24 -18; 5th--+21 -19.
*Teacher surveys reveal that a unified focus on Social Emotional Learning is a need on our campus, as is a more defined discipline policy. We had a higher number of suspension (82 vs 60) than the same period the year prior (1st day of school through April 23). Additionally, data for referrals in SWIS is up with 107 referrals logged in January this year vs 27 last year, 79 in February of this year vs 41 last year and 64 logged in March this year vs 57 last year.
*Data from the 2018 CELDT/ELPAC reveal that 18% of our English Learners are at Level 1, 19% are at Level 2, 44% are at Level 3 and 18% are at Level 4.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*

- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Currently, there are small group reteach opportunities during the day and additional intervention time is allowed for during PE. Additionally, when there is adequate staffing, there is the opportunity for more interventions offered through the Learning Center. The site has its third Principal in the past four years, so the focuses the past few years haven't taken a straight path towards the same goal, but we are coming to a shared vision and understanding of how to get there. Certain grade levels are better at utilizing their collaborative planning time than others and make it a priority to analyze the data from common formative assessments and embedded curricular assessments. The goal is for each grade level to do this without fail, to share ideas about strengthening high quality first instruction and to create daily/weekly opportunities for intervention and enrichment. Our current Master Schedule is chopped up with PE instruction and Specials (Music, Computers and Library), so we are looking at making the schedule more consistent and ensuring that each class/grade level has substantial chunks of time for core instruction and subsequent intervention/enrichment. Currently, the staff does not analyze performance data disaggregated by subgroups aside from the CAASPP data at the beginning of the year. In 2019-20, we will be focusing more intently on data school-wide based on grade levels and on subgroups.We reintroduced PBIS this school year in January and in March we brought TOOLBOX training to the site. Our plan is to officially launch TOOLBOX as our SEL curriculum and practice school wide in the Fall with one of our major goals being to help students learn to be responsive versus being reactive. Using the district provided tools within AERIES, A2A and Raptor, we are better able to track our student attendance, tardies and early dismissals. In early April of this year we sent letters home to all of our students on Inter and Intra district transfer agreements who had excessive absences requesting conferences with their parents this spring and encouraging them to register at their school of residence if they aren't able to meet the 96% attendance required. We have identified suspension rates through AERIES and are addressing them through discipline counseling from both of the site administrators this year. Next year we are planning on hiring a 6-7 hour Student Support Specialist and also an Elementary School Counselor will be on site hopefully 2-4 days through a combination of LCAP, Title 4 and other funding sources.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

Our current levels of performance are definitely impacted by the high rate of transient enrollment and can very likely also be attributed to a lack of parental involvement/value in education, behaviors getting in the way of learning, high quality first instruction and a systemic plan for intervention/enrichment. Looking at both quantitative and qualitative data leads us to the realization that we definitely need to work on SEL, counseling, parental involvement, ramping up our instruction and fine tuning our intervention/enrichment processes.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

The staff was hungry for SEL training and bringing in TOOLBOX learning this spring was definitely a start. As an offshoot of that training, we purchased several copies of two different books--The Body Keeps the Score and Lost at School--which several staff members have read/are reading so that we can continue to discuss trauma informed practices and alternate means of discipline that actually teach the students how to avoid reoffending, rather than just falling prey to the endless cycle of suspensions. Staff are starting to use the tools, such as the breathing tool, the personal space tool, the garbage can tool, and the listening tool in their classrooms and on the playground. Our plan is to begin using the curriculum in the fall and to replace the monthly character trait with Tools. As long as we continue to utilize the resources provided from the purchase of TOOLBOX and continue to make this a priority in staff meetings, teacher work days and weekly meetings, we should be fine. Additionally, the continued work being done through the PLC process and the district minimum days for collaboration should drive the strengthening of classroom instruction, common formative assessments and subsequent interventions and enrichment. By the start of the 2019-20 school year, 27 of the site's 32 full time teachers will have attended a PLC Institute as will have both site administrators. Teachers this year worked with education consultant Maria Nielsen for one day per grade level, bolstering their commitment to their grade level essential standards and planning the instructional scope and sequence relating to those essential standards and specifying what materials and resources they will use.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Our site currently utilizes a subscription to Parent Institute Tip of the Day and shares the tips daily via a school Facebook page. We also utilize Parent Institute handouts as a supplement to our Newsletters. We utilize School Messenger for schoolwide parent all calls and Remind, Class Dojo and Bloom (depending on teacher preference) to communicate classroom information, including homework, projects, individual student needs, and field trip information. We just began Volunteer Trainings for those interested in volunteering on site or as a chaperone. These trainings cover district and site expectations for volunteers, but also encourage volunteers to have expectations of us. We have a week of Parent Teacher Conferences in the first trimester and hold SSTs in addition to Back to School Night, Open House and multiple other opportunities for parents/family and the school to interact. Grade level essential standards and site discipline expectations will be published in the Cub Guide given to all students. We invite parents to be a part of the school through participation in our weekly Flagpole Friday (and monthly STAR Student), the Site Council, the PTO, Awards Assemblies and other such school community events. Parent perspectives are always welcome and often provide the impetus for needed change.

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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	2.5%	3.47%		17	25
African American	%	5.8%	5.13%		39	37
Asian	%	1.8%	2.36%		12	17
Filipino	%	0.2%	0.14%		1	1
Hispanic/Latino	%	37.7%	39.25%		254	283
Pacific Islander	%	0.7%	0.42%		5	3
White	%	46.2%	45.08%		311	325
Multiple/No Response	%	1.6%	1.66%		11	12
	Total Enrollment				673	721

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		131	147
Grade 1		103	115
Grade 2		109	105
Grade3		106	113
Grade 4		125	115
Grade 5		99	126
Total Enrollment		673	721

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		86	88		12.8%	12.2%
Fluent English Proficient (FEP)		10	8		1.5%	1.1%
Reclassified Fluent English Proficient (RFEP)		8			9.5%	0

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	122	112	112	122	110	111	122	110	111	99.2	98.2	99.1
Grade 4	90	122	114	88	121	114	88	121	114	97.8	99.2	100
Grade 5	129	99	127	129	99	127	129	99	127	100	100	100
All Grades	341	333	353	339	330	352	339	330	352	99.1	99.1	99.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2393.	2397.	2393.	12	12.73	9.01	22	24.55	26.13	27	23.64	23.42	39	39.09	41.44
Grade 4	2437.	2444.	2434.	10	20.66	17.54	23	23.14	12.28	32	20.66	30.70	35	35.54	39.47
Grade 5	2466.	2488.	2490.	9	13.13	16.54	26	37.37	37.01	26	28.28	17.32	40	21.21	29.13
All Grades	N/A	N/A	N/A	10	15.76	14.49	24	27.88	25.57	28	23.94	23.58	38	32.42	36.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	16.36	12.61	47	38.18	45.95	42	45.45	41.44
Grade 4	17	19.01	14.91	43	48.76	50.88	40	32.23	34.21
Grade 5	15	19.19	19.69	35	57.58	48.03	50	23.23	32.28
All Grades	14	18.18	15.91	41	47.88	48.30	45	33.94	35.80

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	12.73	9.91	39	54.55	48.65	44	32.73	41.44
Grade 4	9	18.18	11.40	52	46.28	42.98	39	35.54	45.61
Grade 5	18	23.23	30.71	44	50.51	41.73	38	26.26	27.56
All Grades	15	17.88	17.90	44	50.30	44.32	40	31.82	37.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	10.91	9.91	62	67.27	73.87	25	21.82	16.22
Grade 4	8	15.70	14.91	70	57.02	61.40	22	27.27	23.68
Grade 5	6	12.12	13.39	67	67.68	66.93	26	20.20	19.69
All Grades	9	13.03	12.78	66	63.64	67.33	24	23.33	19.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	18.18	10.81	58	45.45	59.46	30	36.36	29.73
Grade 4	20	24.79	20.18	50	47.11	48.25	30	28.10	31.58
Grade 5	19	21.21	29.92	59	55.56	40.16	22	23.23	29.92
All Grades	17	21.52	20.74	56	49.09	48.86	27	29.39	30.40

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	122	112	112	122	110	111	122	110	111	99.2	98.2	99.1
Grade 4	91	122	114	89	121	114	89	121	114	97.8	99.2	100
Grade 5	129	99	127	129	99	127	129	99	127	100	100	100
All Grades	342	333	353	340	330	352	340	330	352	99.1	99.1	99.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2418.	2415.	2418.	13	10.00	6.31	30	29.09	34.23	28	34.55	35.14	29	26.36	24.32
Grade 4	2449.	2460.	2468.	8	19.83	16.67	26	23.14	24.56	39	32.23	37.72	27	24.79	21.05
Grade 5	2481.	2484.	2503.	12	11.11	22.05	22	17.17	18.11	29	38.38	34.65	37	33.33	25.20
All Grades	N/A	N/A	N/A	11	13.94	15.34	26	23.33	25.28	31	34.85	35.80	31	27.88	23.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	19.09	25.23	47	44.55	44.14	34	36.36	30.63
Grade 4	16	28.10	32.46	45	38.02	30.70	39	33.88	36.84
Grade 5	22	11.11	31.50	34	37.37	33.86	43	51.52	34.65
All Grades	19	20.00	29.83	41	40.00	36.08	39	40.00	34.09

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	14.55	15.32	48	60.00	46.85	34	25.45	37.84
Grade 4	10	19.01	18.42	52	47.93	42.98	38	33.06	38.60
Grade 5	8	14.14	19.69	49	49.49	46.46	43	36.36	33.86
All Grades	12	16.06	17.90	49	52.42	45.45	39	31.52	36.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	13.64	11.71	61	59.09	61.26	18	27.27	27.03
Grade 4	13	23.14	14.91	51	47.11	55.26	36	29.75	29.82
Grade 5	13	14.14	15.75	45	57.58	54.33	42	28.28	29.92
All Grades	16	17.27	14.20	52	54.24	56.82	32	28.48	28.98

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	1444.9	1454.8	1434.4	13
Grade 2	1478.4	1476.9	1479.2	16
Grade 3	1474.0	1471.8	1476.1	24
Grade 4	1504.6	1485.4	1523.4	14
Grade 5	1506.9	1490.5	1522.7	19
All Grades				94

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*	13
Grade 2	*	*	*	*	*	*	*	*	16
Grade 3	*	*	*	*	*	*	*	*	24
Grade 4			11	78.57	*	*	*	*	14
Grade 5	*	*	*	*	*	*	*	*	19
All Grades	17	18.09	42	44.68	18	19.15	17	18.09	94

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*	13
Grade 2	*	*	*	*	*	*			16
Grade 3	*	*	*	*	*	*	*	*	24
Grade 4	*	*	*	*	*	*	*	*	14
Grade 5	*	*	*	*	*	*	*	*	19
All Grades	30	31.91	33	35.11	18	19.15	13	13.83	94

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*			*	*	13
Grade 2	*	*	*	*	*	*	*	*	16
Grade 3	*	*	*	*	*	*	16	66.67	24
Grade 4			*	*	*	*	*	*	14
Grade 5	*	*	*	*	*	*	*	*	19
All Grades	13	13.83	31	32.98	23	24.47	27	28.72	94

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	13
Grade 2	11	68.75	*	*			16
Grade 3	*	*	16	66.67	*	*	24
Grade 4	*	*	*	*	*	*	14
Grade 5	*	*	12	63.16	*	*	19
All Grades	36	38.30	49	52.13	*	*	94

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	13
Grade 2	*	*	*	*	*	*	16
Grade 3	*	*	12	50.00	*	*	24
Grade 4	*	*	*	*	*	*	14
Grade 5	*	*	*	*	*	*	19
All Grades	32	34.04	45	47.87	17	18.09	94

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K			*	*	*	*	*
Grade 1	*	*	*	*	*	*	13
Grade 2	*	*	*	*	*	*	16
Grade 3	*	*	*	*	17	70.83	24
Grade 4	*	*	12	85.71	*	*	14
Grade 5	*	*	11	57.89	*	*	19
All Grades	15	15.96	47	50.00	32	34.04	94

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	13
Grade 2	*	*	11	68.75	*	*	16
Grade 3	*	*	13	54.17	*	*	24
Grade 4	*	*	11	78.57			14
Grade 5	*	*	*	*	*	*	19
All Grades	24	25.53	57	60.64	13	13.83	94

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
721	84.5%	12.2%	1.7%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	88	12.2%
Foster Youth	12	1.7%
Homeless	22	3.1%
Socioeconomically Disadvantaged	609	84.5%
Students with Disabilities	103	14.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	5.1%
American Indian	25	3.5%
Asian	17	2.4%
Filipino	1	0.1%
Hispanic	283	39.3%
Two or More Races	18	2.5%
Pacific Islander	3	0.4%
White	325	45.1%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
26.8 points below standard	48.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.9 points	Declined -20.5 points	5 students
327 students	58 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
20.7 points below standard	31.4 points below standard	112.1 points below standard
11 students	Maintained 0.6 points	Declined -11.4 points
	294 students	63 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 86.9 points below standard Maintained 1.2 points 12 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 28 points below standard Maintained -2.7 points 144 students	No Performance Color 30.1 points below standard Declined -26.8 points 16 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Orange 18.8 points below standard Maintained -1.4 points 137 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
75.6 points below standard Declined -30.3 points 46 students	55.5 points above standard 12 students	22.1 points below standard Maintained 2 points 267 students

Conclusions based on this data:

1.

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.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
18.1 points below standard	30 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 9.4 points	Declined -3.3 points	5 students
327 students	58 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
10.5 points below standard	20.1 points below standard	89.7 points below standard
11 students	Increased 11.8 points	Maintained -0.9 points
	294 students	63 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
61.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased	10 students	5 students	
26.1 points 12 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
26.9 points below standard	1.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	8.2 points below standard
Increased 3.8 points	Declined -21.1 points	1 students	Increased 13.5 points
144 students	16 students		137 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
44 points below standard	23.3 points above standard	16.1 points below standard
Declined -8.5 points	12 students	Increased 11.5 points
46 students		267 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
94	18.1%	44.7%	19.1%	18.1%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	5	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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
12.5% chronically absent	9.5% chronically absent	6.7% chronically absent
Declined 0.9%	Increased 3.3%	15 students
765 students	105 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
39.4% chronically absent	13% chronically absent	12.5% chronically absent
Declined 4.4%	Declined 1%	Declined 1.3%
33 students	653 students	128 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow 12.5% chronically absent Declined 0.5% 40 students	No Performance Color 18.2% chronically absent Increased 2.4% 22 students	No Performance Color 5.6% chronically absent Declined 11.1% 18 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 10.7% chronically absent Maintained 0.1% 308 students	Yellow 12.5% chronically absent Declined 1.4% 32 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Yellow 13.8% chronically absent Declined 1.1% 340 students

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	2	2	0	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
4.8% suspended at least once	3.7% suspended at least once	5.6% suspended at least once
Maintained 0.2%	Increased 2.7%	Declined -2.1%
795 students	108 students	18 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
14.3% suspended at least once	5.3% suspended at least once	6.7% suspended at least once
Increased 9%	Increased 1%	Increased 3.5%
35 students	676 students	134 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red 12.2% suspended at least once Increased 6.1% 41 students	No Performance Color 8.3% suspended at least once Increased 3.6% 24 students	No Performance Color 0% suspended at least once Maintained 0% 20 students	No Performance Color Less than 11 Students - Data 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 3.8% suspended at least once Declined -0.4% 318 students	Blue 0% suspended at least once Maintained 0% 32 students	No Performance Color Less than 11 Students - Data 4 students	Yellow 5.4% suspended at least once Declined -0.3% 355 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
5.2% suspended at least once	4.6% suspended at least once	4.8% suspended at least once

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

To provide Kynoch students with high quality first instruction, ensure Kynoch teachers participate in the collaborative PLC process, and that appropriate support systems are in place to meet the academic needs of all Kynoch students.

Identified Need

Working through the Comprehensive Needs Assessment, it became apparent that we needed to continue our focus on strengthening instruction and on fine-tuning our intervention and enrichment processes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math)	Scores earned near the beginning of the first trimester will serve as the baseline.	85+ percent of students will show growth equivalent to one year by end of the year assessments.
Grade level created common formative assessments based on grade level essential standards	Given several times each trimester, students will be offered opportunities for immediate intervention or enrichment based on scores.	Students will master the grade level essential standards.
Assessments/Growth from Supplemental Materials/Resources such as Moby Max, Reflex, Prodigy, etc.	Initial scores or levels from online programs at the point students begin to use them.	Students will show growth towards mastery of grade level essential standards.
ELPAC Testing	Current scores show 37% of Kynoch's ELs in Levels 1 & 2 and 62% in Levels 3 & 4.	We will move to 70% of ELs in Levels 3 & 4.
California Dashboard Data in ELA and Math	We will use 2018-2019 student scores as baseline data.	We will see an overall increase in students meeting or exceeding ELA proficiency of 5% and an overall increase in Math of 2%.

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)

All Students

Strategy/Activity

We will hire instructional assistants to assist teachers with direct instruction, small group intervention/enrichment, assessments, etc. We will also utilize one instructional assistant to provide direct instruction of technology.

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)
140,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will supplement the 2 hour Literary Resource Technician position paid through LCAP funds to make it a 7 hour position. The LRT will be responsible for all functions of the school library and will run the Accelerated Reader 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)	Source(s)
43,000	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will continue to provide staff with access to staff development, training and conferences that focus on ways to improve student academic achievement.

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)
12,000	Targeted

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

We will ensure that classroom technology, used for daily work, assessments, interventions and enrichments, is up to date and in working condition, replacing it when it is not.

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)
10,768	Title I
2,951	Targeted

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

We will provide supplementary materials, resources and supplies for daily classroom use and interventions, including math manipulatives, art supplies, subscriptions to online programs, library books, as well as maintain copier machine leases/maintenance.

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)
5,000	Title I
51,000	Targeted
4,000	Discretionary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Targeted students who are at risk of not meeting proficiency on essential grade level standards.

Strategy/Activity

We will provide targeted students with the opportunity for after-school tutoring.

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)
6,000	Title I

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

To provide Kynoch students with an understanding learning environment with clear expectations and processes in place to help them meet those expectations.

Identified Need

Working through the Comprehensive Needs Assessment, we discovered that Social Emotional Learning and Counseling were huge needs for our school. Thankfully, the LCAP will be providing at least part of the Counseling piece for the 2019-20 school year, so we will be focusing on bolstering our Student Support Specialist positions and our Student Services Coordinator position and continuing our focus on PBIS and consistent use of TOOLBOX (SEL curriculum) school-wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIS and AERIES incidents, referrals and suspensions	We will use the 2018-2019 data as a baseline.	The number of referrals and days of suspension will decrease.
Attendance	We will use the 2018-2019 data as a baseline, which shows that as of the 7th month of school, our yearly attendance average is 94.55%.	Monthly/yearly attendance will improve to at least a 95.6% average.
Student Recognition	We will use the 2018-2019 list of students recognized for awards as a baseline.	A higher percentage and more diverse group of students will be recognized for academic, character trait and attendance awards.
Staff and Student Surveys	We will use the 2018-2019 end of the year survey data as a baseline.	A higher percentage of students will report feeling more physically and emotionally safe at the end of the 2019-2020 school year and fewer staff will report that discipline/behavior is our greatest issue.
Student Participation in Groups with Student Support Specialists	We will use the 2018-2019 group participation lists as a baseline.	More students will be run through groups with the Student Support Specialists and the follow-up from their

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		teachers will be that their behaviors are changing for the positive.

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)
All Students

Strategy/Activity
We will provide a 25% Elementary Student Services Coordinator who will oversee the school-wide roll out of TOOLBOX SEL Curriculum, will work directly with students on behavior and academic goals, and will work with support staff on student attendance and recognition.

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)
36,000	Targeted

Strategy/Activity 2

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

Strategy/Activity
We will provide at least one part-time and one near full-time Elementary Student Support Specialist positions to work with students on behavioral issues, to run groups with students, to work with families of students, and to work with the Counselor, Elementary Student Services Coordinator and School Psychologist in serving student needs.

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)
59,000	Title I

Strategy/Activity 3

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

All Students

Strategy/Activity

We will continue to focus on PBIS school wide. One way we will accomplish this is by providing a weekly Kynoch News program to share with the school community expectations, happenings, upcoming events, PBIS recognition, and other student recognitions that highlight positive behaviors.

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)
5,000	Targeted
3,000	Title I

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

Increase parent, family and community involvement in the education of all students.

Goal 3

Increase and improve parent, family and community involvement at Kynoch Elementary School.

Identified Need

Working through the Comprehensive Needs Assessment, it became apparent that we need to increase and improve parent involvement. The TOOLBOX program has a component for Parent Nights and handouts for each piece of the curriculum that students receive. We began in the Spring of 2019 running Volunteer Trainings for parents and community members who wanted to volunteer either in the classroom or on field trips. We will also be running Saturday Schools for discipline and attendance that will have a parent component where we cover the TOOLBOX as well as the importance of attendance, good behavior, and ways that families can work with us in helping their children learn and grow.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteer Trainings and TOOLBOX Parent Nights	The 2019-2020 school year will become the baseline.	We hope that we will get close to 100 parents to participate in both the Volunteer Trainings and the TOOLBOX Parent Nights.
Fingerprinting	The 2018-2019 school year will be the baseline.	We hope that we will increase by at least 10 the number of parents we will have fingerprinted during the year compared to the year prior.
Saturday School Parent Component	The 2019-2020 school year will become the baseline.	We hope that we will have at least 40 families attend this component throughout the 2019-2020 school year.
Parent Surveys	The 2018-2019 school year will be the baseline.	We hope that more parents will complete the end of the year survey and also that we will have more interaction with parents through the daily use of the Parent Institute Daily Tips on Facebook.

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)

All Students

Strategy/Activity

We will increase positive communication with parents, families and communities by continuing to utilize the Parent Institute Daily Tips on our school Facebook page and will increase our usage of the page to drive communication.

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)
800.00	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will continue to offer partial scholarships for parents for the cost of fingerprinting, but this year, we will also require that they attend a TOOLBOX Parent Night to be eligible.

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)
1,995.00	Title I Parent Involvement

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	$380,514.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	223,768	0.00
Title I Carryover		
Title I Parent Involvement	2,795	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	149,951	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	274,719.00
Goal 2	103,000.00
Goal 3	2,795.00
Goal 4	
Goal 5	
Goal 6	

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

0 Secondary Students

Name of Members	Role
Eric Preston	Principal
Ina Lujan	Classroom Teacher
Elwyn Ordway	Classroom Teacher
Kyle Sweeney	Classroom Teacher
Angel Shreves	Other School Staff
Alicia Breedlove	Parent or Community Member
Emily Lane	Parent or Community Member
Natalie Reeves	Parent or Community Member
Dustin Richardson	Parent or Community Member
Alex Romero	Parent or Community Member

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

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:

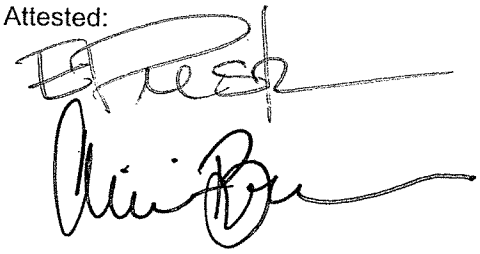
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for Schools in Program Improvement

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 05/16/2019.

Attested:



Principal, Eric D. Preston on 05/16/2019

SSC Chairperson, Alicia Breedlove on 05/16/2019

School Year: 2019-20

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
Linda Elementary School	58-72736-6056717	May 28, 2019	

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.

Through the PLC process each grade level, TK through 6th, have identified and will continue to review grade level essential standards. All grade levels will develop a common pacing guide for ELA and Math. Common Assessments, both formative and summative, will be developed to monitor student progress. Intervention groups will be determined through consistent assessment data collection and analysis. During collaboration teachers will determine which curriculum is best aligned for targeting specific standards and addressing our student demographic needs; this may include district adopted and supplementary curriculum. Linda School will continue to foster a positive school culture through the implementation of PBIS. Behavioral interventions will be determined by SWISS. This effectiveness of our PBIS structure will be measured by our student attendance, referrals and suspension rate. Teachers will continue to have access to professional development to strengthen PLC processes and instructional practices. Professional development will be determined through the collaboration process and areas of need determined by administration.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Universal Screening: STAR Reading, Early Literacy, STAR Math360
Common formative and summative assessments developed by collaboration teams or included in state approved district adopted curriculum
CAASPP-ELA and Math
ELPAC
Accelerated Reader
Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, Suspension Rate
Attendance Reports
Discipline Reports; Aeries/Swiss
PD Rosters and Plans
Teacher and Student Surveys
Parent Surveys
Observations
Parent Conference Schedules and SSTs/IEPs
Follet Data
Lexia, Spelling City, ESGI, Front Row Data

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Early Literacy Data suggests that in Kindergarten 15 students showed no growth, 23 students progressed one level, 9 students grew two levels, 1 student grew three, and 3 students regressed one level. The levels included early emergent, late emergent, transitional reader and then probable. In first grade 23 students showed no growth, 36 advanced one level, 12 two, 1 three levels and 4 students regressed one level.

STAR Reading suggests that in third grade the average growth was seven months from the baseline to the end of the second trimester. (August 2018 to March 2019)

STAR Math360 data reflected that fifth grade average growth was four months from the baseline to the end of the second trimester.

CAASPP reflected school wide improvement. However, Writing specifically is an area that needs focus next year. Each sub-group,

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

At Linda School, 92.9% of our 662 students are Socioeconomically Disadvantaged. and 32.3% are English Learners. Early intervention is imperative. Our students require rigorous intensive targeted instruction that builds language and foundational reading skills. Instructional strategies must engage students and enhance the development of academic language. Effective collaboration is key. The Learning Cycle is at the center of an effective PLC; Identified Grade Level Essential Learnings, High quality first time instruction, common and formative assessments, analysis of student data, and intervention designed around students' needs.
Student attendance must continually be monitored to ensure students have access to the educational environment. PBIS frames all of those characteristics that create a safe healthy school environment for our students.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

During the 2018-19 school year, all grade levels used Early Literacy or/and STAR Reading data to build intervention groups during the instructional day. In kindergarten, the teachers and paras provided small group instruction to address specific student needs. Kindergarten teachers "pushed-in" to first grade classrooms during the afternoon four days a week to target foundational literacy skills. In grades 2nd through 6th, during the instructional day, teachers grouped their students according to STAR data. Paras were utilized to support intervention in classrooms where students below grade level received small group instruction. At the end of the school year the teachers will gather to look at the end of STAR data to assess the effectiveness of this year's interventions. Needs will be determined and adjustments developed for next year's intervention program.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*

- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Teachers continue to receive PD to further develop PLC practices. Twenty-three teachers, both administrators and site psychologist will have attended summer PLC Institutes by the 2019-20 school year. Teachers put PLC into practice on the district wide minimum days. The teachers have received support from educational consultant Maria Nielsen in implementing the Learning Cycle Steps via the 15 Day Challenge. Teachers also applied GLAD strategies to address the needs of our EL students. Paras have received training from our Learning Center Resource Teachers to support student literacy during intervention.
Staff has received informational inservice on current California Education Codes regarding discipline. Through the PBIS leadership team, we are developing practices to increase our focus on and encourage positive student behaviors. The staff has identified character traits such as Kindness, Integrity, Honesty, and Perseverance to teach and highlight during the month. Students are issued "Roar Tickets" when they demonstrate the character trait and a drawing is held each Friday. In order to keep students in school, "other means of correction" is pursued vs suspension. Our suspension numbers are currently at 69, twenty less than last year.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

The SPSA is shared with the Site Council and ELAC by the principal. The assistant principal gives both committees a tour of the Dash Board to share our current results. Projected funds are shared and then current expenditures. Input is given to adjust expenditures, or the focus of resources to address the needs of our students. This procedure is also followed with the staff. Parents are kept informed of their children's progress through Parent/Teacher Conferences, SSTs, progress reports, and report cards. Many classrooms implement Classroom Dojo which allows for ongoing communication with our parents. Home visits are made if communication by technology is not possible. During Back to School Night, teachers present the grade levels essential standards and expectations. Monthly Family Reading NIghts are held to promote literacy and are well attended. Parents are also included in trimester rallies where students are recognized for academic success and behaviors that reflect school wide expectations. Each month a Family Meeting is held in our cafeteria where our preschool and elementary school programs are bridged and community resources are brought in to assist our families. Shared decision making is provided during Site Council, ELAC, DELAC, L-CAP, and DAC meetings. Parent surveys assist the school in planning to enhance Family and Community Engagement. Because our school is 40% Hispanic, we are fortunate to have the Alliance for Hispanic Advancement support. AHA donated turkey dinners to our families and sponsored 6th grade students to be involved in Project Navidad. This event gave ten of our students the opportunity to spend a day in Challenge and learn about the mountain ecosystem as well as select and cut a Christmas tree. Our student leadership team presented to the Kiwanis Club and was given a donation of funds to buy instruments to build our music program.

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

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	2.8%	2.42%		19	16
African American	%	3.8%	3.02%		26	20
Asian	%	21.9%	24.77%		149	164
Filipino	%	0.3%	0.30%		2	2
Hispanic/Latino	%	42.7%	40.18%		290	266
Pacific Islander	%	0.4%	0.30%		3	2
White	%	24.7%	24.92%		168	165
Multiple/No Response	%	0.2%	0.15%		1	1
	Total Enrollment				680	662

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		121	119
Grade 1		99	86
Grade 2		96	88
Grade3		89	96
Grade 4		87	95
Grade 5		89	94
Grade 6		99	84
Total Enrollment		680	662

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		267	214		39.3%	32.3%
Fluent English Proficient (FEP)		33	45		4.9%	6.8%
Reclassified Fluent English Proficient (RFEP)		25	27		9.0%	10.1%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	91	96	84	90	94	84	90	94	98.8	98.9	97.9
Grade 4	100	98	95	95	96	95	95	96	95	95	98	100
Grade 5	97	87	94	95	84	94	95	84	94	97.9	96.6	100
Grade 6	97	96	87	94	96	87	94	96	87	96.9	100	100
All Grades	379	372	372	368	366	370	368	366	370	97.1	98.4	99.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2380.	2384.	2374.	5	5.56	3.19	15	23.33	18.09	38	32.22	34.04	42	38.89	44.68
Grade 4	2389.	2412.	2439.	3	8.33	15.79	13	18.75	20.00	18	18.75	21.05	66	54.17	43.16
Grade 5	2431.	2415.	2418.	4	2.38	3.19	18	10.71	14.89	20	27.38	18.09	58	59.52	63.83
Grade 6	2479.	2475.	2467.	6	4.17	2.30	18	21.88	13.79	34	31.25	44.83	41	42.71	39.08
All Grades	N/A	N/A	N/A	5	5.19	6.22	16	18.85	16.76	27	27.32	29.19	52	48.63	47.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	12.22	8.51	54	41.11	46.81	35	46.67	44.68
Grade 4	4	14.58	17.89	36	39.58	45.26	60	45.83	36.84
Grade 5	5	3.57	9.57	37	40.48	30.85	58	55.95	59.57
Grade 6	7	12.50	5.75	43	44.79	51.72	50	42.71	42.53
All Grades	7	10.93	10.54	42	41.53	43.51	51	47.54	45.95

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	6.67	4.26	46	52.22	51.06	49	41.11	44.68
Grade 4	2	6.25	14.74	43	40.63	41.05	55	53.13	44.21
Grade 5	4	3.57	5.32	36	36.90	28.72	60	59.52	65.96
Grade 6	11	6.25	2.30	41	41.67	36.78	48	52.08	60.92
All Grades	5	5.74	6.76	42	42.90	39.46	53	51.37	53.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	8.89	6.38	65	66.67	68.09	31	24.44	25.53
Grade 4	6	5.21	20.00	60	56.25	60.00	34	38.54	20.00
Grade 5	3	8.33	6.38	59	48.81	46.81	38	42.86	46.81
Grade 6	7	7.29	4.60	71	60.42	73.56	21	32.29	21.84
All Grades	5	7.38	9.46	64	58.20	61.89	31	34.43	28.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	8.89	2.13	61	53.33	48.94	31	37.78	48.94
Grade 4	4	6.25	10.53	49	53.13	60.00	46	40.63	29.47
Grade 5	14	4.76	12.77	53	40.48	29.79	34	54.76	57.45
Grade 6	11	15.63	10.34	65	45.83	63.22	24	38.54	26.44
All Grades	9	9.02	8.92	57	48.36	50.27	34	42.62	40.81

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	92	96	85	92	94	85	92	94	100	100	97.9
Grade 4	100	99	95	97	97	95	97	97	95	97	98	100
Grade 5	97	88	94	96	85	94	96	85	94	99	96.6	100
Grade 6	97	97	88	96	97	88	96	97	88	99	100	100
All Grades	379	376	373	374	371	371	374	371	371	98.7	98.7	99.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2400.	2404.	2405.	2	5.43	4.26	27	26.09	26.60	33	40.22	39.36	38	28.26	29.79
Grade 4	2409.	2417.	2445.	1	0.00	5.26	8	16.49	23.16	41	39.18	46.32	49	44.33	25.26
Grade 5	2408.	2419.	2421.	1	0.00	1.06	7	3.53	4.26	11	29.41	28.72	80	67.06	65.96
Grade 6	2470.	2453.	2470.	11	4.12	1.14	7	10.31	12.50	27	28.87	40.91	54	56.70	45.45
All Grades	N/A	N/A	N/A	4	2.43	2.96	12	14.29	16.71	28	34.50	38.81	56	48.79	41.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	14.13	14.89	49	48.91	48.94	40	36.96	36.17
Grade 4	2	8.25	11.58	32	23.71	44.21	66	68.04	44.21
Grade 5	2	1.18	3.19	16	12.94	17.02	82	85.88	79.79
Grade 6	15	7.22	4.55	22	21.65	31.82	64	71.13	63.64
All Grades	7	7.82	8.63	29	26.95	35.58	64	65.23	55.80

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	9.78	11.70	45	53.26	44.68	46	36.96	43.62
Grade 4	4	4.12	11.58	38	41.24	51.58	58	54.64	36.84
Grade 5	3	1.18	3.19	17	31.76	34.04	80	67.06	62.77
Grade 6	7	4.12	3.41	38	32.99	46.59	55	62.89	50.00
All Grades	6	4.85	7.55	34	39.89	44.20	60	55.26	48.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	11.96	13.83	71	53.26	46.81	25	34.78	39.36
Grade 4	2	4.12	7.37	48	45.36	54.74	49	50.52	37.89
Grade 5	2	1.18	1.06	18	29.41	34.04	80	69.41	64.89
Grade 6	8	5.15	3.41	49	41.24	43.18	43	53.61	53.41
All Grades	4	5.66	6.47	46	42.59	44.74	50	51.75	48.79

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1418.3	1430.5	1389.2	40
Grade 1	1440.1	1440.7	1438.9	30
Grade 2	1468.8	1468.8	1468.5	34
Grade 3	1483.0	1477.2	1488.2	40
Grade 4	1502.5	1488.1	1516.3	38
Grade 5	1503.9	1491.2	1516.0	30
Grade 6	1525.1	1514.5	1535.1	34
All Grades				246

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	11	27.50	13	32.50	11	27.50	*	*	40
Grade 1	*	*	*	*	*	*	*	*	30
Grade 2	11	32.35	11	32.35	*	*	*	*	34
Grade 3	*	*	16	40.00	11	27.50	11	27.50	40
Grade 4	*	*	22	57.89	*	*	*	*	38
Grade 5	*	*	14	46.67	*	*	*	*	30
Grade 6	*	*	16	47.06	*	*	*	*	34
All Grades	51	20.73	99	40.24	57	23.17	39	15.85	246

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	15	37.50	16	40.00	*	*	*	*	40
Grade 1	12	40.00	*	*	*	*	*	*	30
Grade 2	16	47.06	*	*	*	*	*	*	34
Grade 3	*	*	18	45.00	*	*	*	*	40
Grade 4	11	28.95	17	44.74	*	*	*	*	38
Grade 5	12	40.00	*	*	*	*	*	*	30
Grade 6	15	44.12	14	41.18	*	*	*	*	34
All Grades	88	35.77	91	36.99	33	13.41	34	13.82	246

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	18	45.00	*	*	40
Grade 1	*	*	*	*	*	*	*	*	30
Grade 2	*	*	11	32.35	11	32.35	*	*	34
Grade 3			*	*	16	40.00	15	37.50	40
Grade 4	*	*	20	52.63	11	28.95	*	*	38
Grade 5	*	*	16	53.33	*	*	*	*	30
Grade 6	*	*	*	*	11	32.35	*	*	34
All Grades	27	10.98	83	33.74	82	33.33	54	21.95	246

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	21	52.50	16	40.00	*	*	40
Grade 1	15	50.00	*	*	*	*	30
Grade 2	21	61.76	13	38.24			34
Grade 3	*	*	31	77.50	*	*	40
Grade 4	*	*	29	76.32	*	*	38
Grade 5	*	*	16	53.33	*	*	30
Grade 6	*	*	24	70.59			34
All Grades	93	37.80	137	55.69	16	6.50	246

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	15	37.50	18	45.00	*	*	40
Grade 1	*	*	13	43.33	*	*	30
Grade 2	16	47.06	13	38.24	*	*	34
Grade 3	18	45.00	12	30.00	*	*	40
Grade 4	15	39.47	17	44.74	*	*	38
Grade 5	16	53.33	*	*	*	*	30
Grade 6	17	50.00	14	41.18	*	*	34
All Grades	104	42.28	95	38.62	47	19.11	246

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	31	77.50	*	*	40
Grade 1	11	36.67	*	*	*	*	30
Grade 2	*	*	17	50.00	*	*	34
Grade 3			18	45.00	22	55.00	40
Grade 4	*	*	27	71.05	*	*	38
Grade 5	*	*	20	66.67	*	*	30
Grade 6	*	*	*	*	17	50.00	34
All Grades	35	14.23	133	54.07	78	31.71	246

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	19	47.50	13	32.50	*	*	40
Grade 1	*	*	21	70.00	*	*	30
Grade 2	*	*	26	76.47	*	*	34
Grade 3	*	*	26	65.00	*	*	40
Grade 4	12	31.58	24	63.16	*	*	38
Grade 5	*	*	20	66.67	*	*	30
Grade 6	*	*	32	94.12			34
All Grades	56	22.76	162	65.85	28	11.38	246

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
662	**92.9%**	**32.3%**	**1.4%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	214	32.3%
Foster Youth	9	1.4%
Homeless	18	2.7%
Socioeconomically Disadvantaged	615	92.9%
Students with Disabilities	79	11.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	3.0%
American Indian	16	2.4%
Asian	164	24.8%
Filipino	2	0.3%
Hispanic	266	40.2%
Two or More Races	26	3.9%
Pacific Islander	2	0.3%
White	165	24.9%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	4	0	0

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

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

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
57.7 points below standard	58.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 3.5 points	Increased 6.9 points	10 students
329 students	162 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	58.6 points below standard	97.8 points below standard
10 students	Increased 5 points	Increased 15 points
	320 students	56 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	55.7 points below standard	0 Students
7 students	9 students	Increased 13.5 points	
		79 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
64.2 points below standard	59.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	49.5 points below standard
Maintained -1.6 points	11 students	2 students	Increased 5.9 points
140 students			81 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
75.8 points below standard	3.5 points above standard	56.2 points below standard
Increased 7.5 points	Declined -10 points	Maintained 1.3 points
126 students	36 students	164 students

Conclusions based on this data:

1.

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.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	5	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
63.6 points below standard	64 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 12.2 points	Increased 15.2 points	10 students
329 students	162 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	63.7 points below standard	102.1 points below standard
10 students	Increased 13.9 points	Increased 10.7 points
	320 students	56 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	Yellow 55.5 points below standard Increased 18.2 points 79 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 70.2 points below standard Increased 9.7 points 140 students	No Performance Color 72.5 points below standard 11 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Yellow 55.1 points below standard Increased 17.6 points 81 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78.6 points below standard Increased 11.7 points 126 students	12.7 points below standard Increased 18.4 points 36 students	62.1 points below standard Increased 10.3 points 164 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
246	20.7%	40.2%	23.2%	15.9%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	0	1

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
12.3% chronically absent	5.5% chronically absent	11.5% chronically absent
Declined 2%	Maintained 0.3%	Declined 9.5%
754 students	275 students	26 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
39.1% chronically absent	12.8% chronically absent	13.9% chronically absent
Increased 12.2%	Declined 2%	Declined 7.5%
46 students	701 students	115 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
20.8% chronically absent	22.2% chronically absent	1.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 2.7%	Increased 2.2%	Declined 1.4%	2 students
24 students	18 students	170 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Yellow
10.2% chronically absent	23.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	20.9% chronically absent
Maintained 0.4%	Declined 5.6%	2 students	Declined 5%
305 students	42 students		191 students

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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	7	1	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
5.6% suspended at least once	2.4% suspended at least once	7.7% suspended at least once
Increased 1.3%	Increased 1.7%	Increased 7.7%
799 students	287 students	26 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Orange	Orange
4% suspended at least once	5.5% suspended at least once	10.3% suspended at least once
Declined -2.7%	Increased 0.9%	Declined -1.5%
50 students	744 students	117 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	No Performance Color
10% suspended at least once	10% suspended at least once	1.2% suspended at least once	Less than 11 Students - Data
Declined -1.8%	Increased 6%	Increased 1.2%	3 students
30 students	20 students	173 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	No Performance Color	Orange
4.6% suspended at least once	15.6% suspended at least once	Less than 11 Students - Data	7.9% suspended at least once
Increased 1.8%	Increased 7.9%	2 students	Declined -0.7%
323 students	45 students		203 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
4% suspended at least once	4.4% suspended at least once	5.6% suspended at least once

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academics achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

At Linda Elementary School students will master grade level essential standards through Quality First Instruction and through the PLC process. Teachers will develop year long pacing plans, common assessments and interventions that will address students' individual needs.

Identified Need

According to data provided by universal screeners, STAR Early Literacy, Reading and Math360 and California School Dashboard, we are making growth and need to continue on this course. PLC practices are essential to continued growth. PLC should focus on the Learning Cycle; identified essential standards, effective instruction, common assessments, and the interventions and enrichment based on student data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Universal Screeners (STAR Early Literacy, STAR Reading, STAR Math 360)	Student Data gathered at the beginning of the first trimester will serve as the baseline.	85+ percent of students will show growth equivalent to one year by the end of the year.
Grade level formative and summative assessments based on essential standards	Given during the units planned during PLCs Students will be provided with intervention and enrichment based on the assessment data.	Student mastery of essential standards.
On-line programs implemented in the classrooms; Lexia, AR, Front Row, Spelling City, Prodigy	Student levels as indicated at the beginning of program usage	Students show growth
ELPAC	2018 Baseline indicates that 70% of our students were levels 3 and 4. 30% are in levels 1 and 2.	Student growth in levels 3 and 4 will grow 5%.
California Dashboard Data	The results from 2018-19 will be used as a baseline.	ELA will grow 5% and Math 5%

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)

All Students

Strategy/Activity

Based on student data and the PLC process, small group interventions will be provided in classrooms (Tier 2 and 3) and in the Learning Center (Tier 3 only). Para Educators will be utilize to provide support to those students not mastering grade level essential standards in ELA and Math in grades 2nd through 6th. Spanish and Hmong speaking paras will be accessible to our EL 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)
169,421	Title I
20,373	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Library Resource Technician will work with students and teachers to provide reading intervention through Accelerated Reader and assist in the monitoring of student's growth in reading comprehension. The LRT will ensure that student literacy by providing students assistance in selecting books, and ensuring that our school library houses a variety of books to keep our students engaged in reading. The LRT will facilitate our school wide "Reading Olympics" program. Our LRT duties also include the daily circulation of books, re-shelving and repairing books, creating class library schedules, and modeling and promoting reading by reading out loud to individual 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)	Source(s)
47,392	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Student Service Coordinator will identify academically at-risk students by analyzing SBAC, ELPAC, Universal Screeners, and formative/summative assessments to identify students' needs and assist in developing an intervention plan for identified students through the PLC and 32,SST process. The SSC will work with Outreach Consultant and identified students to reinforce behavior modification strategies and character development that will ultimately strengthen academic success. The SSC will also meet with students and their families to align academic and social services based on the needs.

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)
32,384	Targeted

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

Students will have access to on-line programs (as funding allows) to reinforce grade level essential standards. Programs include: Spelling City, Lexia, Brain Pop, ESGi Kindergarten, StarFall, Front Row, Accelerated Math

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)
12,421	Targeted

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

All Students will have access to chrome books, I-Pads, desk top commuters. Technology will assist students in mastery of grade level standards and in demonstrating learning; Universal Screeners, AR, Lexia, Front Row (Freckle), technology components of district adopted curriculum, google classroom, Power points, Prezi, Movie Maker

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)
7,942	Targeted

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

We will provide supplementary materials to support: student literacy, the core curriculum, specific student needs during intervention, and to enrich and extend classroom instruction. This included the maintenance contracts for school copies and the Riso machine used to produce enhancement components to the core curriculum and allow teachers to present concepts through muti-avenues to support students toward grade level essential standards mastery.

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)
7,683	Targeted

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

If funding allows, teachers who have not yet attended a PLC institute to further develop skills needed for effective PLCs will do so. Consultants (if funding allows) will work with .staff to further develop strategies targeting student literacy. Teachers will have release time to collaborate, attend conferences and trainings that will enhance best practices in ELA and Math teaching strategies, classroom management, utilizing technology in the classroom, and the development of interventions.

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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

If funding allows, extend support for literacy through books and technology and provide students assistance in book selection at their individual levels until the end of June, 2020

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)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

If funding allows staff support in planning the administration of assessments, organizing intervention data and building intervention schedules based on student need.

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)

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Linda School will continue to implement PBIS to create a safe, respectful, and responsible school environment.

Identified Need

Through our needs assessment, it is important to continue developing our school wides expectations and social/emotional components of our school. PBIS will continue to be implemented adding a Tier III team to further develop our behavioral supports for our students. We will continue implementing the social skills programs: Second Steps, and Steps to Respect.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of referrals, suspension rate, Attendance, California Dashboard	2018-19 referrals, California Dashboard and Attendance	We will reduce our suspension rate by 5% We will have an average of 96% for 2019-20

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)

All Students

Strategy/Activity

An Outreach Consultant will be provided to motivate students to improve character, sportsmanship, leadership skills, and attend school regularly to create a positive safe school environment. The ORC will serve as our home to school connection; to improve attendance, to help provide access to community services, and facilitate parent involvement. She will continue to provide leadership on the PBIS Leadership team to help further develop positive behavioral supports and incentives for our 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)
60,585	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will provide one and a half days of extra psychologist time to assist in bully prevention by teaching Steps to Respect. Second Steps, a social skills program will be taught in grades TK through 3rd. The psychologist will also assist in providing Tier II and III behavioral interventions for identified 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)
51,352	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Linda School's PBIS program will be supported communicated through posters of school wide expectations, banners, Character Roar Tickets, Lion Bucks, and further staff development through conferences and workshops. SWIS data management will help us in determining the expectations that need more attention, and areas on campus that may need closer supervision or structural changes.

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)
1000	Targeted

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

Increase parent, family, and community involvement in the education of all students.

Goal 3

Linda School will provide consistent communication and plan events to engage our parents, families, and community in the educating of our students.

Identified Need

Our identified area of need is to increase family involvement so that our families will assist in helping our students achieve success academically, and grow socially and emotionally.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Number of parents fingerprinted Family Reading Night Attendance Site Council Parents and Community Members	2019-20 Student Attendance; California Dashboard 2018-19 Number of parents fingerprinted 2018-19 Number of parents/community members on site council 2019-20 Number of families that attended September Family Reading Night	2019-20 Student Attendance Average 96% 2019-20 Number of parents being fingerprinted increases 2019-20 A full balanced Site Council

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)

All Students

Strategy/Activity

Our families will receive a school handbook/calendar for the 2019-20 school year.
They will receive a weekly school newsletter, The Lion's Roar, in which they will be notified of school events in English and Spanish.
Families will receive school communication via School Messenger, School Marquee, School Website, and notices.

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)
1436	Title I Parent Involvement

Strategy/Activity 2

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

All Students

Strategy/Activity

We will engage parents in the school environment through parent/teacher conferences, trimester rallies recognizing student achievement, Fall Festival, Family Reading Nights, Family Dinner Night, Open House, Reading Olympics, Attendance Awards Assembly, Jog-a-thon, ELAC meetings, Monthly parent meetings, SSTs and IEP meetings

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)
1436	Title I Parent Involvement

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	$413,425.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	230,006	0.00
Title I Carryover		
Title I Parent Involvement	2,872	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	180,547	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	297,616.00
Goal 2	112,937.00
Goal 3	2,872.00
Goal 4	
Goal 5	
Goal 6	

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:

School Principal

Classroom Teachers

Name of Members	Role
Judy Hart	Principal
Anna Vanderpool	Parent or Community Member
Debby Burrow	Parent or Community Member
Amy Messick	Classroom Teacher
Lorie Birch	Classroom Teacher
Amy Sether	Classroom Teacher
Dale Russett	Classroom Teacher

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:

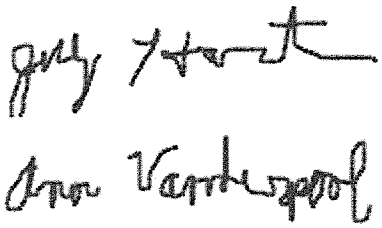
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 May 28, 2019.

Attested:



Principal, Judy Hart on May 28, 2019

SSC Chairperson, Ann Vanderpool on May 28, 2019

School Year: **2019-20**

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
Loma Rica Elementary School	58-72736-6056725		

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

The purpose of this comprehensive school plan is to report the following: Data of student

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.

This School Plan for Student Achievement meets ESSA requirements and is aligned with our LCAP by outlining a response to three over-aching goals:

Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 3: Increase parent, family, and community involvement in the education of all students.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

The following data sources were used to conduct a comprehensive needs assessment of our school's services and programs:

- CAASPP for ELA and Math
- Dashboard data - student populations
- ELA and Math formative and summative assessments
- Chronic Absenteeism
- Suspension Rates
- Attendance Reports
- Discipline Records
- PD Plans
- Parent and Community Surveys
- Observations
- Patent Participation Data
- Parent Conferences
- Library Usage and Collection Inventories

Here's What (Findings)
Record Specific Facts

Guiding questions:

- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

In reviewing CAASPP data as one of our sources of information, we found that overall, in grades 3-5, student scores decreased in both ELA and math. The percentage of students who were at or near proficient in ELA in 2016 was 67.9% In 2017, this percentage decreased to 65.46%. The percentage of students who were at or near proficient in Math in 2016 was 75.4%. In 2017, this percentage decreased to 67.27%. In analyzing the ELA data more specifically, we found gins in some of the subtests, while others decreased. Specifically: Reading decreased from 64.15% to 61.82%; Writing increased from 66.04% to 71%; Listening/Communication skills decreased slightly from 79.25% to 78.19%; Research and Inquiry saw significant gains going from 67.92% in 2016 to 80% in 2017. Similar trends of can be found in math scores: Concepts and Procedures decreased from 66.04% to 60%; Problem Solving/Modeling/Data Analysis went from 71% to 63.63%; Communicating Reasoning increased from 67.9% to 69.1%.

The Dashboard data provided by the CDE indicates that, from an 'All Students" perspective, our students are performing below standard in both ELA and Math. When looking at subgroups, however, we see improvement in our white population subgroups and our socioeconomically disadvantaged subgroups. There are only 17 students outside these two subgroups. Due to the small size of our school, those 17 scores play a significant role in determining our school's overall performance.

Another area analyzed was our student discipline and attendance. A decrease in student suspension rates was seen across the board for all students, as well as, all subgroups. During this current school year, 29 students received a total of 81 referrals. None of those have resulted in suspension for the 2018-19 school year. Student attendance is monitored monthly. Last year, our school saw an decrease in student attendance across the board for all subgroups. While improvements can be seen in the areas of discipline, our work addressing attendance will be another new focus for our school. These efforts are already underway with new classroom and schoolwide attendance recognition programs.

Staff has observed that teaching two grade levels simultaneously (in a combo setting) presents challenges in terms of being able to dedicate as much time to core subjects as can occur in a straight grade level setting. Also, Staff observations and conversations with students indicate a significant need for social-emotional support, academic counseling and conflict resolution. There has been a significant increase in need over the past several years as evidenced by rising numbers of requests from students for emotional support. A part-time counselor would be helpful in addressing these needs.

The library at Loma Rica School plays a critical role in the academic achievement of its students. This years we had a circulation of 5001 books. This number is the result of 103 students checking out books.. Students access the library no less than 3 times per week. Our Literacy Resource Technician provides guidance and support to students in book selection for various assignments, individualized and small group tutoring.

Parents continue to play a vital role in the success of students. This year we saw increased involvement in our PTO club as evidenced by many activities provided our students. Involvement in students' success can be measured in part by the number of times teachers/admin/parent/student convene to discuss unique needs of individual students. this year we conducted 15 Student Success Team Meetings and 125 Parent Teacher Conferences. We have also made 92 Student Attendance and Review Board truancy contacts. We communicate with parents through monthly newsletters, auto-dialers (7, thus far), Dojo (text notification system) and an interactive Loma Rica PTO social media page. Individual conferences with administration also occur whenever needed.

We conducted a parent-student-staff survey of needs for our school. Through this survey, the following areas of need were considered:

- Additional Literacy Resource Specialist time to staff our library
- Two 3.5 hour per day para-educators to assist with interventions and combo classes
- Teacher Professional Development
- Accelerated Reader Books for the library
- Classroom Technology
- Support Instructional Materials
- Positive Behavior Intervention and Support and Attendance incentives

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Two of the biggest challenges we have faced is absenteeism and combination classes across all grades in the school. Another consideration that is important to keep in mind is the small size of our school. A very small number of students can cause our state testing scores to move up or down in significant ways.
This is yet another reason that multiple measures of our school's performance are important. Despite these challenges, we continue to work on ways to address them.

Our teachers' daily schedule, this year, included a structured intervention period built into the day. 2019 data will be analyzed as a means of measuring the impact of this intervention time on student learning.

One of the things that current data shows us is that we need a tighter alignment between instructional activities and academic standards. Work has been done to identify the 'Boulder' standards i.e. those standards which we deem MUST be mastered by ALL students. Ensuring that instructional activities are congruent with these standards is an area of focus. Teachers meet weekly in a collaborative setting to discuss student progress, analyze achievement data, and plan common formative assessments. Collaboration is a challenge in some of our subject areas because our teachers are 'singletons', i.e. the only person teaching that grade level.

Chronic absenteeism is identified through daily monitoring of our 'Attention to Attendance' (A2A) software system. Parents are notified immediately when a student has 6 unexcused absences. If absences continue after this first notification, parents are required to meet with the principal for a Level 2 conference. The purpose of the meeting is to discuss causes for the absences and offer support to overcome obstacles. School-site contracts are signed. Further unexcused absences may then result in a referral to the Student Attendance and Review Board.

Suspension rates are monitored monthly. Prevention of suspension from school is addressed through clearly defining expectations for student behavior. Referrals are analyzed to determine patterns of behavior and help define ares of focus through our Positive Behavior and Supports System (PBIS). Preventing suspensions is also addressed though a focus on corrective actions designed to alleviate the need for suspension.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

The findings outlined above lead us to data-driven decisions regarding steps for next year. Our Literacy Resource Specialist is providing valuable access and support for high levels of reading materials. This includes both informational text and fiction. Guidance from this resource helps students achieve individualized Accelerated Reader goals in reading, language and science. Funding for two para-educators provides an in-class support structure for intervention of struggling students. Teachers use both summative and formative assessments to determine which students are in need of interventions. Para-educators help the teacher provide this extra instruction.

Continued support of our PBIS program has proven to help reduce disciplinary referrals and suspensions, thus allowing students to remain in class and not have their instruction interrupted. It is important that funding to help support this program continue. Students who struggle accessing state-adopted core curriculum benefit from a wide array of supplemental instructional material and supplies. This includes ensuring students have access to technology. Our scores in both ELA and math indicate that funding for such materials, equipment and supplies is essential if we are to achieve desired outcomes for student proficiency.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*

- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Staff are accessing PD offerings, specifically, training in the PLC process. Evidence of implementation of new learning can be found as staff meets every Wednesday to collaborate over student achievement data and progress toward standard mastery. Teachers are also asked to analyze activities in their classroom and ensure alignment to the academic standards. Individual requests for staff development are provided when teachers express a desire to learn more about specific areas of instruction, curriculum and/or management techniques. Teachers must demonstrate how professional development aligns with LCAP and SPSA goals and report out to fellow staff about new learnings,. PD opportunities are on-going through-out the school year.

Family and Community Engagement
Ongoing and annual process

Guiding questions:
- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Each year, our families participate in a Back-to-School Title 1 information night. Standards for student learning are discussed as is expectations for behavior. and opportunities for parent involvement. Development of the SPSA is based on student, staff and parent input. The plan is reviewed/revised five times per year via our site council meetings. Stakeholder groups provide input to the distribution of funds via a SPSA survey. Communication between staff and families is frequent and takes place in a variety of forms. Examples include, trimester report cards, daily access to the Aeries Parent Portal, parent/teacher conferences, Dojo (text communication system), and Student Study Teams. Parents also participate in our PTO club which organizes many school and class events in which parents participate. Volunteers are encouraged in the classroom.

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

Reviews amd updates occur 5 times throughout the school year. Input is provided by parents, community representatives and teachers. Meetings this year were held 9/27/18, 11/8/18, 1/25/19, 3/14/19, 5/9/19.

Resource Inequities

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

None

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	10.3%	9.71%		10	10
African American	%	3.1%	0.97%		3	1
Asian	%	1.0%	0.97%		1	1
Filipino	%	%	0.97%			1
Hispanic/Latino	%	17.5%	19.42%		17	20
Pacific Islander	%	%	%			
White	%	66.0%	65.05%		64	67
Multiple/No Response	%	%	0.97%			1
	Total Enrollment				97	103

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		17	13
Grade 1		17	14
Grade 2		12	21
Grade3		14	13
Grade 4		22	15
Grade 5		15	27
Total Enrollment		97	103

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		8	6		8.2%	5.8%
Fluent English Proficient (FEP)		0	0		0.0%	0
Reclassified Fluent English Proficient (RFEP)					0.0%	0

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	14	12	22	14	12	22	14	12	100	100	100
Grade 4	17	23	16	17	23	16	17	23	16	100	100	100
Grade 5	20	16	27	19	16	27	19	16	27	95	100	100
All Grades	59	53	55	58	53	55	58	53	55	98.3	100	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2434.	2404.	2377.	36	28.57	0.00	27	14.29	16.67	9	21.43	41.67	27	35.71	41.67
Grade 4	2415.	2463.	2433.	6	17.39	18.75	29	43.48	31.25	18	17.39	12.50	47	21.74	37.50
Grade 5	2457.	2470.	2506.	11	25.00	14.81	21	12.50	40.74	26	18.75	14.81	42	43.75	29.63
All Grades	N/A	N/A	N/A	19	22.64	12.73	26	26.42	32.73	17	18.87	20.00	38	32.08	34.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	21.43	0.00	45	35.71	41.67	32	42.86	58.33
Grade 4	18	26.09	12.50	24	52.17	56.25	59	21.74	31.25
Grade 5	16	12.50	11.11	42	37.50	55.56	42	50.00	33.33
All Grades	19	20.75	9.09	38	43.40	52.73	43	35.85	38.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	35.71	8.33	32	35.71	66.67	23	28.57	25.00
Grade 4	6	17.39	18.75	41	52.17	43.75	53	30.43	37.50
Grade 5	16	31.25	37.04	53	25.00	37.04	32	43.75	25.93
All Grades	24	26.42	25.45	41	39.62	45.45	34	33.96	29.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	21.43	0.00	73	57.14	75.00	14	21.43	25.00
Grade 4	18	8.70	31.25	59	69.57	50.00	24	21.74	18.75
Grade 5	0	12.50	11.11	63	68.75	66.67	37	18.75	22.22
All Grades	10	13.21	14.55	66	66.04	63.64	24	20.75	21.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	28.57	8.33	45	35.71	66.67	23	35.71	25.00
Grade 4	12	13.04	25.00	53	60.87	37.50	35	26.09	37.50
Grade 5	16	25.00	33.33	58	37.50	59.26	26	37.50	7.41
All Grades	21	20.75	25.45	52	47.17	54.55	28	32.08	20.00

Conclusions based on this data:

1. Over all three grade levels tested, our school realized a 6% decrease in students who performed BELOW standard. Specifically... Reading went from 43% below standard down to 35%; Writing stayed the same at 34% below standard during both years. . Listening went from 24% down to 21% below standard; Research and inquiry saw an increase in the percentage of students below standard. In 2015 28% were below standard. This number increase to 32% in 2016.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	14	12	22	14	12	22	14	12	100	100	100
Grade 4	17	23	16	17	23	16	17	23	16	100	100	100
Grade 5	20	16	27	19	16	27	19	16	27	95	100	100
All Grades	59	53	55	58	53	55	58	53	55	98.3	100	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2439.	2425.	2394.	14	21.43	0.00	50	35.71	25.00	23	14.29	25.00	14	28.57	50.00
Grade 4	2446.	2471.	2459.	12	4.35	12.50	18	39.13	37.50	35	43.48	25.00	35	13.04	25.00
Grade 5	2473.	2481.	2502.	21	18.75	14.81	16	18.75	29.63	21	25.00	25.93	42	37.50	29.63
All Grades	N/A	N/A	N/A	16	13.21	10.91	29	32.08	30.91	26	30.19	25.45	29	24.53	32.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	35.71	8.33	41	35.71	41.67	23	28.57	50.00
Grade 4	12	21.74	18.75	35	43.48	43.75	53	34.78	37.50
Grade 5	26	18.75	33.33	21	43.75	29.63	53	37.50	37.04
All Grades	26	24.53	23.64	33	41.51	36.36	41	33.96	40.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	28.57	8.33	55	42.86	50.00	18	28.57	41.67
Grade 4	24	17.39	25.00	41	60.87	43.75	35	21.74	31.25
Grade 5	26	12.50	18.52	21	50.00	44.44	53	37.50	37.04
All Grades	26	18.87	18.18	40	52.83	45.45	34	28.30	36.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	28.57	8.33	64	42.86	66.67	14	28.57	25.00
Grade 4	18	4.35	18.75	47	69.57	50.00	35	26.09	31.25
Grade 5	11	25.00	14.81	42	31.25	51.85	47	43.75	33.33
All Grades	17	16.98	14.55	52	50.94	54.55	31	32.08	30.91

Conclusions based on this data:

1. Over all three grade levels tested, our school realized a 4.5% decrease in students who performed BELOW standard in mathematics. In 14-15, 29% of students were below standard. In 15-16, this percentage went down to having 24.5% below standard. Specifically, Concepts and Procedures went from 41% down to 34%; ; Problem Solving & Modeling/Data Analysis went from 34% down to 28%; Communicating Reasoning remained nearly the same: 31% were below standard in 2014-15 while this number increased to 32% in 2015-16.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 3	*	*	*	*
Grade 5	*	*	*	*
All Grades				*

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

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

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

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 3	*	*					*
Grade 5	*	*					*
All Grades	*	*					*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 3	*	*					*
Grade 5	*	*					*
All Grades	*	*					*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K			*	*			*
Grade 3	*	*					*
Grade 5			*	*			*
All Grades	*	*	*	*			*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K			*	*			*
Grade 3	*	*			*	*	*
Grade 5	*	*					*
All Grades	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
103	64.1%	5.8%	10.7%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	5.8%
Foster Youth	11	10.7%
Homeless	1	1.0%
Socioeconomically Disadvantaged	66	64.1%
Students with Disabilities	18	17.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	1.0%
American Indian	10	9.7%
Asian	1	1.0%
Filipino	1	1.0%
Hispanic	20	19.4%
Two or More Races	2	1.9%
White	67	65.0%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	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 English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

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

All Students	English Learners	Foster Youth
Orange 18.8 points below standard Maintained 1.2 points 48 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Yellow 17.4 points below standard Increased 10.1 points 31 students	No Performance Color 89.4 points below standard Declined -4.8 points 14 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 0 Students	Green 10.5 points above standard Increased 3.9 points 31 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 3 students	0 Students	19.4 points below standard Declined -5.9 points 45 students

Conclusions based on this data:

1.

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.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 26.5 points below standard Declined -4.6 points 48 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Green 21.6 points below standard Increased 5.4 points 31 students	No Performance Color 75.5 points below standard Declined -8.4 points 14 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 0 Students	Yellow 15.4 points below standard Declined -11 points 31 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 3 students	0 Students	29.2 points below standard Declined -12.2 points 45 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 11.9% chronically absent Increased 5.5% 118 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color 6.7% chronically absent Increased 6.7% 15 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 33.3% chronically absent 12 students	Orange 13.4% chronically absent Increased 7.9% 82 students	No Performance Color 14.3% chronically absent Increased 6% 28 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color 18.8% chronically absent Increased 18.8% 16 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 9.5% chronically absent Declined 1% 21 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Orange 10.8% chronically absent Increased 3.9% 74 students

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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
0.8% suspended at least once	Less than 11 Students - Data Not	0% suspended at least once
Declined -1.8%	6 students	Maintained 0%
126 students		18 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
0% suspended at least once	1.1% suspended at least once	0% suspended at least once
12 students	Declined -2.7%	Maintained 0%
	89 students	28 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 2 students	No Performance Color 5.9% suspended at least once Declined -0.8% 17 students	No Performance Color Less than 11 Students - Data 1 students	No Performance Color Less than 11 Students - Data 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0% suspended at least once Maintained 0% 22 students	No Performance Color Less than 11 Students - Data 4 students	No Performance Color 0 Students	Blue 0% suspended at least once Declined -2.7% 79 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
4.4% suspended at least once	2.6% suspended at least once	0.8% suspended at least once

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

ELA and Math Performance levels will improve by 3%

Identified Need

In ELA 34.5% of students are not demonstrating levels of proficiency as measured by the CAASPP. In math, 32.7% of students are below proficient.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	ELA=65.4%. Math=67.3%	ELA=68%. Math=70%

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)

All students

Strategy/Activity

ELA and Math instruction will be supported using two 3.5 hr/day para-educators to provide specific intervention with students including both 1:1 and small group instructional settings.

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)
23,780	Title I
3,782	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will have access to books and technology that address individual reading and comprehension levels using the web-based Accelerated Reader 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)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Supplemental instructional materials assist in providing individualized support to students. Materials such as ink, headsets, extra paper (for copies), academic organizers, etc. will be used when teacher's determine that additional supports are needed. Supplemental materials which enhance core academic programs will be used. These materials supplement district materials and are designed to enhance specific areas that will help all students advance to levels of proficiency in each subject

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)
500	Targeted

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

Preparing students for college and career readiness requires early introduction to technology. Skills such as keyboarding, online citizenship and effective internet research strategies help ensure students maximize 21st century learning. Funds will be used to Increase student and teacher access to all forms of technology.

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)
500	Targeted

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
Provide supplemental instructional programs to enhance independent reading and support core academic programs. These programs supplement district programs and are designed to enhance specific areas that will help all students advance to levels of proficiency. Specific areas include reading fluency & comprehension, science and math. The independent reading program also provides teachers a structure for providing small group, targeted instruction while facing the management demands of a combination classroom.

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)
813	Targeted

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
Provide students access to and support from a 2.5 hour Literacy Resource Technician. The LRT will provide individualized and small group intervention for students who are preforming below grade level in reading.

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)
11,000	Targeted

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Implement a comprehensive school-wide attendance and discipline program.

Identified Need

We are seeing an increase in the number of students who are declared chronically truant. Referral and suspension rates, while decreasing, require ongoing attention to ensure continued improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referrals/suspensions/attendance percentages	96% attendance/96 discipline referrals	2% improvement in each area

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)

All students

Strategy/Activity

PBIS materials and supplies. Monthly incentives program for excellent attendance.

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)
1,000	Targeted

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

Increase parent, family, and community involvement in the education of all students.

Goal 3

Provide ongoing communication with all families

Identified Need

Engage all families

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation/engagement rates	PTO, classroom volunteers, homework completion	

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

Personal invitations sent to all families in ways they can engage, newsletters, auto-dialer, social media page, emails

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)
297.00	Title I Parent Involvement

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	$41,672.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	23,780	0.00
Title I Carryover		
Title I Parent Involvement	297	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	17,595	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	40,375.00
Goal 2	1,000.00
Goal 3	297.00
Goal 4	
Goal 5	
Goal 6	

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
Kathleen Hansen	Principal
Larkie Howard	Parent or Community Member
Ashley Kethchum	Parent or Community Member
Yvonne Spiers	Other School Staff
K.C. Culver	Parent or Community Member
Herb Culver	Parent or Community Member
Aubree Ware	Parent or Community Member
Franchesca Holcomb	Classroom Teacher
Lisa Rerucha	Classroom Teacher
Diana Clemensen	Classroom Teacher

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:

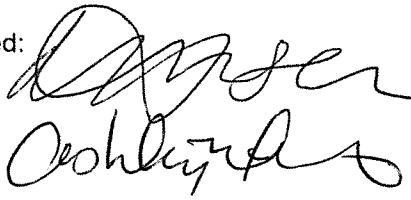
Signature	Committee or Advisory Group Name

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 5/9/2019.

Attested:



Principal, Kathleen Hansen on 5/9/19

SSC Chairperson, Ashley Ketchum on 5/9/19

School Year: **2019-20**

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
Olivehurst Elementary School	58-72736-6056741	6/04/2019	

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
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

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.

Our strategy for using federal funds is to increase low income, English learner, and students' with disabilities' performance to the proficiency level. Title 1 funds are focused on providing personalized intervention opportunities for all students. Data reveals a gap in the level of growth when compared with all students.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Common Assessments, Universal Screener (AR/STAR), Enrollment & Attendance data, CAASPP-ELA and Math, ELPAC, Dashboard Data (Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate), Attendance Reports, Discipline Reports, PD Plans, Teacher Surveys, Parent and Community Surveys, Observations, Parent Conference and Parent Participation Data

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Academic Engagement:
ENGLISH LANGUAGE ARTS - All students increased 3.4 points but still remain 61.6 points below standard resulting in a Yellow Indicator. Students with Disabilities declined and need to be a FOCUS moving forward.
MATH - All students increased 4.5 points but but still remain 70.8 points below standard resulting in a Yellow indicator.Students with Disabilities declined and need to be a FOCUS moving forward.
CHRONIC ABSENTEEISM - Increased 2% with 11.2% of students chronically absent. This needs to be a FOCUS moving forward.

Conditions and Climate:
SUSPENSION RATE - Declined 3.9%. This needs to be CELEBRATED moving forward.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*

- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Academic Engagement:
This year we created common grade level intervention (SOAR) times for every grade level. During grade level SOAR times, every student is involved in small group instruction with a teacher and/or paraprofessional. The students are grouped based on their reading levels and instruction is focused at in their instructional levels. This guarantees ALL students get individualized instruction where they need it the most. Our PLC Collaboration efforts have centered on planning instruction, monitoring student progress and adjusting instruction for SOAR time. Our teachers have quickly become experts when it comes to understanding the specific needs for each students and how best to ensure growth for all.

Conditions and Climate:
PBIS continues to drive our efforts to promote and recognize students for their Positive Behaviors. Our training in PBIS has reached a level where we are now focused on pursuing the Tier II Silver ranking in the near future. We created our "Eagle's Nest" student support center. In the Nest, our administrative and support staff support students utilizing conflict management, reflective and restorative practices, and personal counseling. All of these supports carry the same goal, to help students increase their positive choices and maximize positive behaviors.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

We have seen growth in many areas of our school and although there are still areas needing to be addressed, Olivehurst has emerging as a school focused on growth. This is possible because we all believe Olivehurst Elementary is a place where ALL STUDENTS WILL BE SUCCESSFUL! We will continue with the plan in place.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

PLC, Discipline, Differentiated instruction and growth mindset, PBIS, Lexia, Wonders & Go Math (for new teachers), MTSS

Family and Community Engagement
Ongoing and annual process

Guiding questions:
- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*

- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

SPSA is developed and shared at ELAC and Site Council meetings. Parents are encouraged to take part in both to provide input and guidance. Teachers regularly communicate with parents through the use of School Dojo and parent conferences.

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

Each morning students and families gather together for breakfast, a morning walk, announcements and celebrating achievements. It's an inclusive way to start the day. The English Learner Advisory Council (ELAC) advises the school in several ways including the effectiveness of the English Language Development program and services being provided to the English Learners. Additionally, it provides a forum for the ELAC to discuss items at our District ELAC (DELAC) and share district info back to the school site. The School Site Council (SSC) is a group composed of the principal, staff, and parents meet regularly to review and make decisions regarding standards-based teaching, curriculum, school policies, safety, and programs, and the budget. The School Leadership Team is a group that is composed of one teacher per grade level (K-6th, SPED, school admin), which support in the decision of the school wide instructional focus, intervention supports, data analysis, and budget. Opportunities abound for families to participate. These include Back-to-School Night, Open House, a Oooky Spooky parade, other school-wide events, family, teacher and student conferences that all take place in the fall.

Resource Inequities

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

None at this time.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	2.3%	2.71%		13	14
African American	%	3.6%	2.71%		20	14
Asian	%	8.4%	6.96%		47	36
Filipino	%	0.5%	0.58%		3	3
Hispanic/Latino	%	56.1%	55.51%		313	287
Pacific Islander	%	%	%			
White	%	28.3%	30.17%		158	156
Multiple/No Response	%	0.5%	0.58%		3	3
	Total Enrollment				558	517

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		97	101
Grade 1		73	77
Grade 2		70	69
Grade3		76	60
Grade 4		77	66
Grade 5		81	69
Grade 6		84	75
Total Enrollment		558	517

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		189	148		33.9%	28.6%
Fluent English Proficient (FEP)		11	14		2.0%	2.7%
Reclassified Fluent English Proficient (RFEP)		8	8		4.1%	4.2%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	73	63	78	72	63	78	72	63	96.3	98.6	100
Grade 4	74	77	69	74	76	68	74	76	68	100	98.7	98.6
Grade 5	87	84	70	87	83	70	87	83	70	100	98.8	100
Grade 6	65	83	77	65	82	76	65	82	76	100	98.8	98.7
All Grades	307	317	279	304	313	277	304	313	277	99	98.7	99.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2378.	2385.	2377.	5	12.50	9.52	22	19.44	12.70	22	25.00	28.57	51	43.06	49.21
Grade 4	2386.	2394.	2394.	3	5.26	4.41	11	11.84	16.18	19	22.37	19.12	68	60.53	60.29
Grade 5	2422.	2428.	2445.	2	3.61	5.71	11	16.87	22.86	25	24.10	18.57	61	55.42	52.86
Grade 6	2463.	2467.	2465.	3	4.88	2.63	17	24.39	18.42	34	28.05	35.53	46	42.68	43.42
All Grades	N/A	N/A	N/A	3	6.39	5.42	15	18.21	17.69	25	24.92	25.63	57	50.48	51.26

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	13.89	11.11	47	40.28	49.21	44	45.83	39.68
Grade 4	3	9.21	7.35	31	35.53	41.18	66	55.26	51.47
Grade 5	5	9.64	15.71	30	37.35	37.14	66	53.01	47.14
Grade 6	9	6.10	10.53	38	47.56	40.79	52	46.34	48.68
All Grades	6	9.58	11.19	37	40.26	41.88	57	50.16	46.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	5.56	4.76	38	56.94	31.75	53	37.50	63.49
Grade 4	5	6.58	7.35	39	35.53	26.47	55	57.89	66.18
Grade 5	3	13.25	12.86	40	32.53	35.71	56	54.22	51.43
Grade 6	5	10.98	2.63	45	36.59	44.74	51	52.44	52.63
All Grades	6	9.27	6.86	40	39.94	35.02	54	50.80	58.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	9.72	7.94	69	68.06	73.02	23	22.22	19.05
Grade 4	7	5.26	4.41	64	50.00	70.59	30	44.74	25.00
Grade 5	5	2.41	5.71	56	60.24	61.43	39	37.35	32.86
Grade 6	5	13.41	10.53	66	51.22	52.63	29	35.37	36.84
All Grades	6	7.67	7.22	63	57.19	63.90	31	35.14	28.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	16.67	7.94	46	31.94	49.21	47	51.39	42.86
Grade 4	5	3.95	5.88	32	47.37	35.29	62	48.68	58.82
Grade 5	9	7.23	14.29	55	33.73	37.14	36	59.04	48.57
Grade 6	11	9.76	7.89	69	45.12	55.26	20	45.12	36.84
All Grades	8	9.27	9.03	50	39.62	44.40	42	51.12	46.57

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	74	63	79	72	63	79	72	63	97.5	97.3	100
Grade 4	74	77	69	74	76	68	74	76	68	100	98.7	98.6
Grade 5	87	84	70	87	83	70	87	83	70	100	98.8	100
Grade 6	65	83	77	65	82	76	65	82	76	100	98.8	98.7
All Grades	307	318	279	305	313	277	305	313	277	99.3	98.4	99.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2399.	2404.	2397.	10	9.72	7.94	24	23.61	20.63	24	26.39	34.92	42	40.28	36.51
Grade 4	2410.	2417.	2414.	3	3.95	5.88	9	13.16	13.24	36	35.53	32.35	51	47.37	48.53
Grade 5	2413.	2425.	2446.	1	2.41	10.00	3	4.82	5.71	23	20.48	21.43	72	72.29	62.86
Grade 6	2460.	2452.	2465.	5	3.66	3.95	12	20.73	13.16	32	20.73	35.53	51	54.88	47.37
All Grades	N/A	N/A	N/A	5	4.79	6.86	12	15.34	13.00	29	25.56	31.05	55	54.31	49.10

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	23.61	19.05	32	30.56	34.92	51	45.83	46.03
Grade 4	8	9.21	10.29	26	23.68	29.41	66	67.11	60.29
Grade 5	1	4.82	12.86	10	13.25	17.14	89	81.93	70.00
Grade 6	11	12.20	6.58	34	25.61	30.26	55	62.20	63.16
All Grades	9	12.14	11.91	25	23.00	27.80	66	64.86	60.29

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	18.06	12.70	34	37.50	34.92	49	44.44	52.38
Grade 4	4	9.21	5.88	27	31.58	32.35	69	59.21	61.76
Grade 5	1	2.41	10.00	22	31.33	34.29	77	66.27	55.71
Grade 6	6	2.44	5.26	35	37.80	36.84	58	59.76	57.89
All Grades	7	7.67	8.30	29	34.50	34.66	64	57.83	57.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	20.83	11.11	42	48.61	55.56	34	30.56	33.33
Grade 4	5	6.58	5.88	42	47.37	36.76	53	46.05	57.35
Grade 5	1	3.61	8.57	46	32.53	35.71	53	63.86	55.71
Grade 6	6	3.66	6.58	49	45.12	39.47	45	51.22	53.95
All Grades	9	8.31	7.94	45	43.13	41.52	46	48.56	50.54

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1410.2	1422.7	1381.2	23
Grade 1	1466.6	1469.5	1463.0	28
Grade 2	1468.1	1468.9	1466.7	30
Grade 3	1498.1	1499.2	1496.6	28
Grade 4	1486.8	1484.1	1489.1	17
Grade 5	1515.3	1516.1	1514.1	19
Grade 6	1543.7	1562.5	1524.3	29
All Grades				174

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	23
Grade 1	12	42.86	*	*	*	*	*	*	28
Grade 2	*	*	20	66.67	*	*	*	*	30
Grade 3	*	*	*	*	11	39.29	*	*	28
Grade 4			*	*	*	*	*	*	17
Grade 5	*	*	*	*	*	*	*	*	19
Grade 6	*	*	16	55.17	*	*	*	*	29
All Grades	39	22.41	79	45.40	42	24.14	14	8.05	174

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	23
Grade 1	15	53.57	*	*	*	*	*	*	28
Grade 2	13	43.33	15	50.00	*	*			30
Grade 3	*	*	13	46.43	*	*	*	*	28
Grade 4	*	*	11	64.71	*	*	*	*	17
Grade 5	*	*	*	*	*	*			19
Grade 6	22	75.86	*	*			*	*	29
All Grades	72	41.38	71	40.80	23	13.22	*	*	174

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	14	60.87	*	*	23
Grade 1	*	*	12	42.86	*	*	*	*	28
Grade 2	*	*	12	40.00	12	40.00	*	*	30
Grade 3	*	*	*	*	*	*	*	*	28
Grade 4			*	*	*	*	*	*	17
Grade 5	*	*	*	*	*	*	*	*	19
Grade 6	*	*	*	*	*	*	13	44.83	29
All Grades	17	9.77	47	27.01	62	35.63	48	27.59	174

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	47.83	*	*	*	*	23
Grade 1	22	78.57	*	*	*	*	28
Grade 2	*	*	22	73.33	*	*	30
Grade 3	*	*	19	67.86	*	*	28
Grade 4			14	82.35	*	*	17
Grade 5	*	*	11	57.89			19
Grade 6	13	44.83	15	51.72	*	*	29
All Grades	66	37.93	93	53.45	15	8.62	174

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	16	69.57	*	*	23
Grade 1	11	39.29	13	46.43	*	*	28
Grade 2	18	60.00	12	40.00			30
Grade 3	18	64.29	*	*	*	*	28
Grade 4	12	70.59	*	*	*	*	17
Grade 5	15	78.95	*	*	*	*	19
Grade 6	27	93.10	*	*	*	*	29
All Grades	105	60.34	57	32.76	12	6.90	174

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	17	73.91	*	*	23
Grade 1	11	39.29	12	42.86	*	*	28
Grade 2	*	*	18	60.00	*	*	30
Grade 3	*	*	14	50.00	13	46.43	28
Grade 4			*	*	*	*	17
Grade 5	*	*	12	63.16	*	*	19
Grade 6	*	*	*	*	20	68.97	29
All Grades	25	14.37	87	50.00	62	35.63	174

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	13	56.52	*	*	23
Grade 1	*	*	15	53.57	*	*	28
Grade 2	*	*	21	70.00	*	*	30
Grade 3	*	*	16	57.14	*	*	28
Grade 4	*	*	13	76.47	*	*	17
Grade 5	*	*	12	63.16	*	*	19
Grade 6	*	*	21	72.41	*	*	29
All Grades	33	18.97	111	63.79	30	17.24	174

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
517	**84.1%**	**28.6%**	**1.0%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	148	28.6%
Foster Youth	5	1.0%
Homeless	7	1.4%
Socioeconomically Disadvantaged	435	84.1%
Students with Disabilities	60	11.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	2.7%
American Indian	14	2.7%
Asian	36	7.0%
Filipino	3	0.6%
Hispanic	287	55.5%
Two or More Races	4	0.8%
White	156	30.2%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	0	0

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

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

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
61.6 points below standard	75.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 3.4 points	Increased 6.8 points	2 students
252 students	104 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	59.5 points below standard	148.1 points below standard
3 students	Increased 5.6 points	Declined -12.4 points
	226 students	35 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	47 points below standard	Less than 11 Students - Data Not Displayed for Privacy
9 students	6 students	Increased 23.4 points	1 students
		20 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Orange
73.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	46.8 points below standard
Maintained 2.2 points	4 students		Maintained -1 points
142 students			69 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.4 points below standard	26.9 points above standard	52 points below standard
Increased 5.1 points	Maintained -2.3 points	Maintained 2.4 points
87 students	17 students	148 students

Conclusions based on this data:

1.

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.

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

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
70.8 points below standard	79.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 4.5 points	Increased 4.8 points	2 students
252 students	104 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	68.7 points below standard	153.4 points below standard
3 students	Increased 7.5 points	Declined -18.4 points
	226 students	35 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color 74.2 points below standard Increased 4.1 points 20 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 73.1 points below standard Increased 8.9 points 142 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color 0 Students	Orange 63.7 points below standard Maintained -0.1 points 69 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
96.4 points below standard Increased 3.6 points 87 students	8.9 points above standard Declined -4.7 points 17 students	64.9 points below standard Increased 4.9 points 148 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
174	22.4%	45.4%	24.1%	8%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	0	1

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	No Performance Color
11.2% chronically absent	1.6% chronically absent	0% chronically absent
Increased 2%	Maintained 0.1%	Declined 18.2%
570 students	188 students	14 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.8% chronically absent	10.7% chronically absent
7 students	Increased 2%	Increased 3.5%
	485 students	75 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
26.3% chronically absent	20% chronically absent	10.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 16.8%	Increased 12.3%	Increased 8.4%	3 students
19 students	15 students	38 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
6.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	17.5% chronically absent
Maintained 0%	9 students	0 students	Increased 2.3%
309 students			177 students

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	4

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.8% suspended at least once	1% suspended at least once	0% suspended at least once
Declined -3.9%	Declined -3.5%	Declined -8.3%
595 students	197 students	14 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Green
Less than 11 Students - Data Not	0.8% suspended at least once	2.5% suspended at least once
7 students	Declined -3.9%	Declined -7%
	506 students	79 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
5.3% suspended at least once	0% suspended at least once	0% suspended at least once	Less than 11 Students - Data
Declined -9%	Maintained 0%	Declined -2.1%	3 students
19 students	15 students	42 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
0.6% suspended at least once	Less than 11 Students - Data	0 Students	1.1% suspended at least once
Declined -3.9%	9 students		Declined -3.7%
322 students			185 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
3.4% suspended at least once	4.7% suspended at least once	0.8% suspended at least once

Conclusions based on this data:

1.

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: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

We will utilize instruction based on state standards that includes collaborative learning, maximizes evolving technology, addresses individual student needs, and consistently reflects high learning standards.

Identified Need

Students need instruction and intervention support in reading, writing and math skills. Students need the opportunity to further their technology skills to be successful in the classroom and the community.

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)

All students

Strategy/Activity

Organize, coordinate and administer assigned programs and activities related to student discipline, attendance and instruction. Assist the Principal with administrative duties involving student conduct, curriculum development and school plant operations as assigned; supervise and evaluate the performance of assigned personnel.

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)
50000	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide bilingual EL para-educator to provide direct instruction to promote student achievement, monitor student student placement, assessments, and communicate with staff, district office and parents

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)
47000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Utilize assessment results in ELA and Math to establish a baseline at the beginning of the school year. Use data to identify student intervention areas. Progress monitor during each trimester to measure growth.

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)

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

Provide school-wide interventions (small group and individual) in Reading and Math

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)
43000	Title I

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

Identify and purchase needed materials in order to provide personalized intervention for students (at all instructional levels)

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)

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

Provide staff development opportunities, release time for support personnel/principal conferences, technology lessons and computer intervention programs for TK-6

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)
16614	Title I

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

Purchasing/replacing instructional technology that will assist teacher sin helping students learn and demonstrate mastery of the CCSS. Such technology (purchasing, student computers) will allow students to access supplemental resources such as AR and NWEA MAP.

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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional development training with Maria Nelson to help teacher develop and refine Professional Learning Communities (PLC).

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)
5000	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide supplemental instructional materials and equipment to support Math ELA Science Art PE Music Social Science to enhance instruction, align the curriculum with California State Standards, and provide students with extended learning opportunities.

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)
10000	Targeted

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

Provide structured teacher planning time focusing on the progress of the EL students. Provide continuous monitoring and adjusting of instruction provided to positively impact each EL student's academic performance
Extended learning time: Provide newly developed curriculum and during-school and after-school tutoring to students who are performing below grade level in ELA and math. After

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)
5000	Targeted

Strategy/Activity 11

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

All Students

Strategy/Activity

Students will receive assistance in reading, AR reading and AR quizzes. Introduction to fiction, non fiction materials, and different genres of literature. Assists students and parents with materials. Supports CA state standards by offering appropriate materials in all formats to ensure students have equal availability to informational literacy. Teaches the use of reference materials available in the library including atlases, encyclopedias, and dictionaries, books of quotes, thesaurus and almanacs.

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)
9500	Targeted

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

The library will support and encourage students to read more to improve fluency and comprehension across all subject areas. Students reading level will be monitored by areas such as star reading, A.R. reading, benchmarks, and CST scores Technology upgrades to the library computer, printer will be needed to keep records of student access and achievement

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)

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

Supplementary materials and supplies are used to provide support and supplement the core curriculum in areas where students can be provided with opportunities for intervention or extend learning opportunities beyond what can be provided by the core curriculum. These materials include supplementary workbooks, teacher manuals, or other materials that enhance student learning. These may also include replacements to supplementary materials that can become lost and or damaged through continuous student use. Provide additional materials, supplies, books, subscriptions, and copy 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)	Source(s)
38638	Targeted

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

Technology Lead will assist teachers in elementary school by enhanced learning through improved integration of technology. The primary focus of the Technology Lead is to enrich and support teaching and learning while strengthening the technology skills of students, teachers and staff. A Technology Lead will assist classroom teachers in the incorporation of technological hardware and software into daily instruction.

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)
20000	Targeted

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

We will create and maintain programs and communications to promote increased parent, family, and community involvement both on and off campus supporting academic growth, student enrichment and diversity.

Identified Need

Parents indicated a need for events and education to increase involvement.

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)

All Students

Strategy/Activity

Develop and administer a survey for parents and staff communication needs and wants.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Utilize current and evolving technologies to provide communication tools, increasing links in the electronic newsletters to additional sites, articles, podcasts, and videos.

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)

Strategy/Activity 3

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

All Students

Strategy/Activity

Increase parent support, home school and community connections, and attendance. Fingerprinting, advertising, back to school night, and supplies. Printing mailers, newsletters, materials, supplies, books and/or to improve communication between school, parent, and classroom.

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)
2006	Title I Parent Involvement

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

Increase parent, family, and community involvement in the education of all students.

Goal 3

We will maintain a school environment that is safe, secure, comfortable, and helps our students become contributing, responsible, and caring members of a diverse community.

Identified Need

Stakeholders indicated a need for a consistent set of guidelines/expectations for positive behavior.

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)

All Students

Strategy/Activity

Assist the school community in creating a caring and safe school environment in which students can learn and find success.

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)
49000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a campus that is clean, comfortable, and inviting.

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)

Strategy/Activity 3

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

All Students

Strategy/Activity

Reinforce character traits through curriculum, daily rituals and routines, and acknowledgements where applicable.

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)

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

Provide staff training/collaboration time to successfully implement PBIS 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) Source(s)

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

Teach monthly character education lessons and evaluate effectiveness of lessons in grade level teams.

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)

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

Hold weekly/monthly assemblies to teach/model/reinforce character traits.

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)

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

Provide ongoing training and monitor campus security to maintain a safe and secure environment. (Safety Plan)

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)

Strategy/Activity 8

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

EL/Second Language Students

Strategy/Activity

EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Ella during and after the school day.

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)
5000	Discretionary

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	$300,758.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	160,614	0.00
Title I Carryover		
Title I Parent Involvement	2,006	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	133,138	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	244,752.00
Goal 2	2,006.00
Goal 3	54,000.00
Goal 4	
Goal 5	
Goal 6	

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

3 Other School Staff

3 Parent or Community Members

Name of Members	Role
Jennie Arguelles-Roldan	Classroom Teacher
Josephine Bowlan	Classroom Teacher
Andrea Tucker	Other School Staff
Jodi Buda	Other School Staff
Jovita Ruiz	Parent or Community Member
Rosario Alvarado	Parent or Community Member
Rob Gregor	Principal
Jolynne Keough	Classroom Teacher
Andrea Tucker	Other School Staff
Graciela Zambrano	Parent or Community Member

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

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 6/04/2019.

Attested:

Principal, Rob Gregor on
SSC Chairperson, Graciela Zambrano on

Recommendations and Assurances

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

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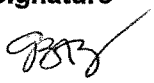
The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

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Attested:

Principal, Rob Gregor on

SSC Chairperson, Graciela Zambrano on

School Year: 2019-20

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
Yuba Feather Elementary School	58-72736-6056782		

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
Targeted Support and Improvement
Both CAASPP-ELA and Math show our students to be not at standard. Absenteeism is higher than

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.

The staff is already in the planning stages of implementing this intervention plan to five days a week instead of three. We believe that this should provide the structure to help our students meet and exceed the standards in both ELA and Math. The Principal will be meeting with all fourth through sixth graders next fall to go over their individual scores and set goals for next years test. We believe that the Para Educators in the lower grades and in our one combo class are essential for our intervention in the classroom and schoolwide. We are continuing to look at ways we can help our families who have chronically absent students to find ways to change that pattern. At this point and time we are struggling to find an incentive or program that is successful in this area. Four Winds Indian Education Inc. is helping as well with attendance incentives for all students and providing after school tutoring every day of the week. Staff will attend a second Professional Learning Communities Conference in San Jose CA at the end of July. We will be working on tier II PBIS this next school year and we will be having professional development in Trauma Based instructional strategies in the fall.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population,Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports.

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

The areas of concern are: Both CAASPP-ELA and Math show our students to be not at standard. Absenteeism is higher than normal. We continue to have a transient population of students. Our socioeconomically disadvantaged students consistently scored lower on the CAASPP-ELA and Math and have a higher percentage of chronic absenteeism.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Both CAASPP-ELA and Math were a concern to the staff and they have implemented a school wide intervention program to address this issue. Chronic absenteeism is something we are struggling with to find the answer. We have scheduled attendance meetings and sent students to SARB and are looking for ways to motivate socioeconomically disadvantaged

families to change their pattern of poor attendance. We believe that the transient nature of a portion of our students is due to the Cannabis Industry now thriving in our area.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

We are looking forward to the results for this years CAASPP Testing. After a year of consistent school wide intervention we expect these scores to increase. The staff is already in the planning stages of implementing this intervention plan to five days a week instead of three. We believe that this should provide the structure to help our students meet and exceed the standards in both ELA and Math. The Principal will be meeting with all fourth through sixth graders next fall to go over their individual scores and set goals for next years test. We believe that the Para Educators in the lower grades and in our one combo class are essential for our intervention in the classroom and schoolwide. We are continuing to look at ways we can help our families who have chronically absent students to find ways to change that pattern. At this point and time we are struggling to find an incentive or program that is successful in this area. Four Winds Indian Education Inc. is helping as well with attendance incentives for all students and providing after school tutoring every day of the week.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Staff will attend a second Professional Learning Communities Conference in San Jose CA at the end of July. We will be working on tier II PBIS this next school year and we will be having professional development in Trauma Based instructional strategies in the fall.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

We have had good attendance at site council and PTSA meetings this year. We have sought their advice and have asked them to discuss it in the community. We have good parent attendance to all our events which include monthly gatherings, Father/Daughter Mother/Son Dances, Back to School Night, Open House, Winter Program, Parent/Teacher Conferences, Family Movie Night.

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

Yuba Feather Site Council and Staff have been the Stakeholder group for this plan. These groups met six times this year to work on the needs assessment and this plan.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	4.1%	6.06%		5	8
African American	%	%	1.52%			2
Asian	%	1.6%	1.52%		2	2
Filipino	%	%	%			
Hispanic/Latino	%	20.3%	18.18%		25	24
Pacific Islander	%	0.8%	%		1	
White	%	57.7%	61.36%		71	81
Multiple/No Response	%	%	%			
	Total Enrollment				123	132

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		24	25
Grade 1		15	23
Grade 2		21	21
Grade3		14	20
Grade 4		23	16
Grade 5		15	20
Grade 6		11	7
Total Enrollment		123	132

Conclusions based on this data:

1. The school is predominately white and our enrollment has increase by 9 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		4	3		3.3%	2.3%
Fluent English Proficient (FEP)		0	0		0.0%	0
Reclassified Fluent English Proficient (RFEP)					0.0%	0

Conclusions based on this data:

1. This sub group has stayed the same.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	12	20	17	11	19	17	11	19	100	91.7	95
Grade 4	15	20	18	14	19	17	14	19	17	93.3	95	94.4
Grade 5	20	19	21	19	19	20	19	19	20	95	100	95.2
Grade 6	12	11	*	12	11	*	12	11	*	100	100	
All Grades	64	62	68	62	60	65	62	60	65	96.9	96.8	95.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2387.	2378.	2411.	6	18.18	26.32	12	9.09	5.26	47	9.09	36.84	35	63.64	31.58
Grade 4	2433.	2377.	2372.	7	0.00	0.00	29	5.26	23.53	36	21.05	11.76	29	73.68	64.71
Grade 5	2435.	2490.	2397.	0	5.26	0.00	21	42.11	5.00	21	26.32	20.00	58	26.32	75.00
Grade 6	2452.	2454.	*	0	0.00	*	25	9.09	*	33	36.36	*	42	54.55	*
All Grades	N/A	N/A	N/A	3	5.00	9.23	21	18.33	10.77	34	23.33	26.15	42	53.33	53.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	18.18	21.05	59	27.27	42.11	35	54.55	36.84
Grade 4	21	0.00	11.76	43	47.37	47.06	36	52.63	41.18
Grade 5	11	26.32	0.00	42	52.63	30.00	47	21.05	70.00
Grade 6	0	9.09	*	58	36.36	*	42	54.55	*
All Grades	10	13.33	10.77	50	43.33	38.46	40	43.33	50.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	18.18	21.05	59	27.27	42.11	41	54.55	36.84
Grade 4	7	0.00	0.00	43	31.58	23.53	50	68.42	76.47
Grade 5	5	10.53	5.00	37	57.89	30.00	58	31.58	65.00
Grade 6	0	0.00	*	50	45.45	*	50	54.55	*
All Grades	3	6.67	9.23	47	41.67	33.85	50	51.67	56.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	0	18.18	10.53	76	63.64	73.68	24	18.18	15.79
Grade 4	14	0.00	5.88	71	31.58	41.18	14	68.42	52.94
Grade 5	0	10.53	0.00	53	73.68	45.00	47	15.79	55.00
Grade 6	17	9.09	*	42	45.45	*	42	45.45	*
All Grades	6	8.33	6.15	61	53.33	53.85	32	38.33	40.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	18.18	36.84	59	36.36	36.84	29	45.45	26.32
Grade 4	7	0.00	5.88	79	42.11	47.06	14	57.89	47.06
Grade 5	5	21.05	0.00	63	42.11	30.00	32	36.84	70.00
Grade 6	8	0.00	*	58	90.91	*	33	9.09	*
All Grades	8	10.00	13.85	65	50.00	38.46	27	40.00	47.69

Conclusions based on this data:

1. Over 68% of our students have not met standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	12	20	17	11	19	17	11	19	100	91.7	95
Grade 4	15	20	18	14	18	17	14	18	17	93.3	90	94.4
Grade 5	20	19	21	19	19	20	19	19	20	95	100	95.2
Grade 6	12	11	*	12	11	*	12	11	*	100	100	
All Grades	64	62	68	62	59	65	62	59	65	96.9	95.2	95.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2410.	2371.	2436.	6	9.09	31.58	35	9.09	15.79	29	36.36	21.05	29	45.45	31.58
Grade 4	2446.	2401.	2404.	7	0.00	0.00	29	22.22	17.65	29	22.22	29.41	36	55.56	52.94
Grade 5	2462.	2478.	2417.	5	15.79	0.00	26	5.26	5.00	26	42.11	40.00	42	36.84	55.00
Grade 6	2439.	2460.	*	0	0.00	*	17	27.27	*	33	18.18	*	50	54.55	*
All Grades	N/A	N/A	N/A	5	6.78	10.77	27	15.25	10.77	29	30.51	32.31	39	47.46	46.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	9.09	36.84	29	54.55	26.32	35	36.36	36.84
Grade 4	14	11.11	11.76	43	33.33	23.53	43	55.56	64.71
Grade 5	16	15.79	0.00	37	31.58	30.00	47	52.63	70.00
Grade 6	8	9.09	*	25	36.36	*	67	54.55	*
All Grades	19	11.86	15.38	34	37.29	27.69	47	50.85	56.92

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	18.18	31.58	59	18.18	36.84	29	63.64	31.58
Grade 4	0	0.00	0.00	71	38.89	58.82	29	61.11	41.18
Grade 5	5	5.26	0.00	32	73.68	25.00	63	21.05	75.00
Grade 6	8	0.00	*	42	45.45	*	50	54.55	*
All Grades	6	5.08	9.23	50	47.46	38.46	44	47.46	52.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	0.00	36.84	59	45.45	26.32	29	54.55	36.84
Grade 4	14	0.00	0.00	43	38.89	47.06	43	61.11	52.94
Grade 5	5	15.79	0.00	58	36.84	35.00	37	47.37	65.00
Grade 6	0	0.00	*	42	45.45	*	58	54.55	*
All Grades	8	5.08	12.31	52	40.68	36.92	40	54.24	50.77

Conclusions based on this data:

1. Over 52% of our students have not met standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 5	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 2			*	*					*
Grade 3					*	*			*
Grade 5			*	*					*
All Grades			*	*	*	*			*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 2			*	*					*
Grade 3			*	*					*
Grade 5	*	*							*
All Grades	*	*	*	*					*

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

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 2			*	*			*
Grade 3			*	*			*
Grade 5			*	*			*
All Grades			*	*			*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 2	*	*					*
Grade 3			*	*			*
Grade 5	*	*					*
All Grades	*	*	*	*			*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 2			*	*			*
Grade 3			*	*			*
Grade 5			*	*			*
All Grades			*	*			*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 2			*	*			*
Grade 3					*	*	*
Grade 5			*	*			*
All Grades			*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
132	78.0%	2.3%	2.3%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	2.3%
Foster Youth	3	2.3%
Homeless	8	6.1%
Socioeconomically Disadvantaged	103	78.0%
Students with Disabilities	24	18.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.5%
American Indian	8	6.1%
Asian	2	1.5%
Hispanic	24	18.2%
Two or More Races	15	11.4%
White	81	61.4%

Conclusions based on this data:

1. The majority of our students are white and Socioeconomically Disadvantaged.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our Suspension rate has improved.
2. We are still in need of increase improvement in ELA, Math, Chronic Absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

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

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
67.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -8.9 points	2 students	
55 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	67.8 points below standard	126.2 points below standard
1 students	Declined -7.7 points	Declined -38.1 points
	44 students	14 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 94.2 points below standard Declined -53.8 points 13 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	No Performance Color 0 Students	No Performance Color 52.1 points below standard Increased 15.9 points 30 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 1 students	Less than 11 Students - Data Not Displayed for Privacy 1 students	66.4 points below standard Declined -6.9 points 53 students

Conclusions based on this data:

1. All student sub groups are below standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow 60.3 points below standard Increased 7.9 points 55 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Yellow 62 points below standard Increased 13 points 44 students	No Performance Color 118.9 points below standard Declined -12.2 points 14 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 104.5 points below standard Declined -37.5 points 13 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	No Performance Color 0 Students	No Performance Color 51.3 points below standard Increased 23.3 points 30 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 1 students	Less than 11 Students - Data Not Displayed for Privacy 1 students	60.3 points below standard Increased 8.6 points 53 students

Conclusions based on this data:

1. All students improved but still below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	1	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange 16.1% chronically absent Increased 1.3% 149 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Orange 18.5% chronically absent Increased 2% 119 students	No Performance Color 16.7% chronically absent Declined 1.2% 30 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2 students	9 students	4 students	0 students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	Green
34.5% chronically absent	22.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	8% chronically absent
Increased 13.1%	Increased 1.2%	0 students	Declined 3.7%
29 students	18 students		87 students

Conclusions based on this data:

1. This is an area that we will focus on this year.

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
1.3% suspended at least once	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Declined -7.6%	4 students	4 students
155 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not	1.6% suspended at least once	3.2% suspended at least once
8 students	Declined -6.4%	Declined -11.1%
	123 students	31 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 2 students	Less than 11 Students - Data 10 students	Less than 11 Students - Data 4 students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
3.4% suspended at least once Increased 3.4% 29 students	0% suspended at least once Declined -21.1% 18 students	Less than 11 Students - Data 1 students	1.1% suspended at least once Declined -6.9% 91 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
14.9% suspended at least once	8.9% suspended at least once	1.3% suspended at least once

Conclusions based on this data:

1. Suspension rates continue to decline.

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

Goal 1

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Identified Need

Focus Students: All Students including Socioeconomically Disadvantaged .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
70% of our students will be at standard met or higher in both ELA and Math on the Smarter Balanced Summative Assessment, Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores.	All students are 67.2 points below standard and Socioeconomically Disadvantaged are 67.8 points below standard in ELA. Math all students are 60.3 points below standard and Socioeconomically Disadvantaged are 62 points below standard.	We are expecting a ten point growth in this coming year for both groups in both ELA and Math.

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)

Both CAASPP-ELA and Math were a concern to the staff and they have implemented a school wide intervention program to address this issue. The staff is already in the planning stages of implementing this intervention plan to five days a week instead of three. We believe that this should provide the structure to help our students meet and exceed the standards in both ELA and Math. The Principal will be meeting with all fourth through sixth graders next fall to go over their individual scores and set goals for next years test. We believe that the two Para Educators in the lower grades and one in our one combo class and the Literary Resource Technician are essential for our intervention in the classroom and schoolwide.

Strategy/Activity

To vary instructional strategies and provide equitable

educational opportunities for all students, provide
supplementary instructional materials that support the district adopted curriculum and grade level content
standards. Materials, Supplies, Books, & Equipment, copy paper,
ink supplementary instructional materials that
support the teachers to present core
concepts through multiple avenues to move students
toward mastery as well as target students who are not
proficient in ELA and Math.

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)
31,075.37	Title I
11,886.73	Targeted
4,689.63	Title I
10,451.73	Targeted

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 2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Identified Need

We have 16.1% of all students that are Chronically Absent and 18.5% of our Socioeconomically Disadvantaged students who are Chronically Absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will be using A2A attendance program to monitor our progress in the coming year.	16.1% of all students that are Chronically Absent and 18.5% of our Socioeconomically Disadvantaged students who are Chronically Absent.	Decrease both Chronically Absent subgroups by 5% in 2019/2020 school year.

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)

Provide incentive programs for all students for attendance. Promote attendance at all school gatherings, Back to School Night, Open House, Monthly newsletter and Student Attendance Certificates. Schedule Attendance meeting with parents prior to the students becoming Chronic in their attendance.

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)
100.00	Title I

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	$58,651.46

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	35,865	0.00
Title I Carryover		
Title I Parent Involvement	448	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	28,641	6,302.54
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	58,103.46
Goal 2	100.00
Goal 3	448.00
Goal 4	
Goal 5	
Goal 6	

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:

Duane Triplett School Principal

Carlene McCarty, Melissa Vermillion, Monica Quilty Classroom Teachers

Daneen Phillips Other School Staff

Amanda Eskridge, Wendy Bowles, Parent or Community Members

Name of Members	Role

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:

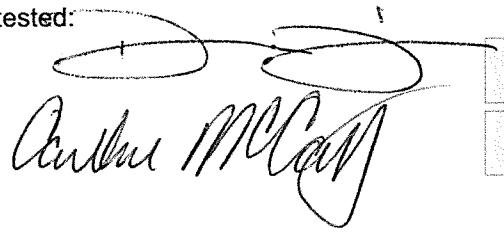
Signature	Committee or Advisory Group Name

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 05/20/2019.

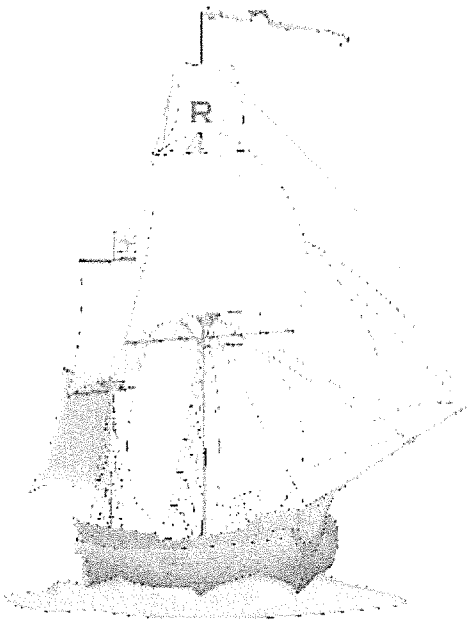
Attested:



Principal, Duane Triplett on

SSC Chairperson, Carlene McCarty on

School Year: **2019-20**



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
Foothill Intermediate School	58-72736-6056691	May 23, 2019	

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

The purpose of this comprehensive school plan is to report the following: Data of student

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.

This School Plan for Student Achievement meets ESSA requirements and is aligned with our LCAP by outlining a response to three over-aching goals:

Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 3: Increase parent, family, and community involvement in the education of all students.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

The following data sources were used to conduct a comprehensive needs assessment of our school's services and programs:

- CAASPP for ELA and Math
- Dashboard data - student populations
- ELA and Math formative and summative assessments
- Chronic Absenteeism
- Suspension Rates
- Attendance Reports
- Discipline Records
- PD Plans
- Parent and Community Surveys
- Observations
- Patent Participation Data
- Parent Conferences
- Library Usage and Collection Inventories

Here's What (Findings)
Record Specific Facts

Guiding questions:

- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

In reviewing CAASPP data as one of our sources of information, we found that overall, in grades 6-8, student scores improved in both ELA and math. The percentage of students who were at or near proficient in ELA in 2016 was 74.6% In 2017, this percentage increased to 80.3%. The percentage of students who were at or near proficient in Math in 2016 was 64.6%. In 2017, this percentage increased to 70.7%. In analyzing the ELA data more specifically, we find the following: Reading went from 75.3% to 76.4%; Writing went from 72.2% to 78%;Listening/Communication skills went from 82.4% to 87.5%; Research and Inquiry went from 76% to 82.7%. Similar trends of improvement can be found in math scores: Concepts and Procedures went from 59.5 % to 61%; Problem Solving/Modeling/Data Analysis went from 63.7 to 65%; Communicating Reasoning went from 63.3% to 67.3%.

The Dashboard data provided by the CDE indicates that our students are meeting required levels of proficiency at the 'medium' level in ELA. When looking at our performance of different subgroups, we find that white students are performing at a 'high' level, while our socio-economically disadvantaged subgroup is performing at the 'low' level. All groups combined, however, show a designation of 'increased' scores over last year. In math, our overall score as well as our subgroup scores all 'increased' as compared to last year. Each group, however, remains below the 'medium' levels of proficiency. Our special education subgroup is not considered a high enough number of students to warrant a score on the School Dashboard. Data is, however, available for our 23 students. In ELA, our students fell below 'medium' levels of proficiency and also declined in their performance from the previous year. In math, this subgroup also fell below 'medium' levels of proficiency, but scores did improve as compared to last year. Subgroups that present the greatest level of disparity in terms of student achievement are our socially economically disadvantaged students and our students with special needs.

Another area analyzed was our student discipline and attendance. A decrease in student suspension rates decreased across the board for students overall, as well as, all subgroups. Our special needs students, while suspension rates

decreased, fell below the 'medium' target level. This year we began tracking student referrals. To date, there have been 260 referrals received by 92 students. 16 students have been suspended as a result of referrals. Two students have been expelled. Student attendance is monitored monthly. last year, our school saw an increase in student attendance across the board for all subgroups. Socially economically disadvantaged students had the biggest improvement in attendance. While improvements can be seen in the areas of discipline and attendance, there is still a lot of work to do. Staff observations and conversations with students indicate a significant need for social-emotional support, academic counseling and conflict resolution. There has been a significant increase in need over the past several years as evidenced by rising numbers of requests from students for emotional support and/or help with failing grades. A full-time counselor, funded through district LCAP dollars has helped begin addressing these needs.

The library at Foothill School is an integral part of the school and its academic program. This years we had a circulation of 18.860 books. This number is the result of 287 students checking out books.. Students access the library no less than 3 times per week. Our Literacy Resource Technician provides guidance and support to students in book selection for various assignments, individualized and small group tutoring. Perhaps the best indicator of this important aspect of our school is to witness the number of students who are in the library before school and at recess. The other indicator is the excitement and anticipation expressed by students when they know another order of 'new books are coming'!

Survey results from this year's first Career/College day indicate that students enjoyed exploring careers and setting goals. This event provided teachers and students a springboard for conversation about the importance and relevance of the subjects studied in school. Feedback indicated that our school community wants to see this event continue.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Increases in ELA and Math scores as compared to the previous year, indicate that current efforts are helping us move in a positive direction where student achievement is concerned. There remains work to be done, however, in moving more students to levels of proficient or higher. Special education remains an area of concentration for our school's continuous

improvement efforts. Our master schedule, this year, included a structured intervention period built into the week. 2019 data will be analyzed as a means of measuring the impact of this intervention time on student learning. We will explore the possibility of expanding this intervention opportunity to more days throughout the week. One of the things that current data shows us is that we need a tighter alignment between instructional activities and academic standards. Work has been done to identify the 'Boulder' standards i.e. those standards which we deem MUST be mastered by ALL students. Ensuring that instructional activities are congruent with these standards is an area of focus. Teachers meet weekly in a collaborative setting to discuss student progress, analyze achievement data, and plan common formative assessments. Collaboration is a challenge in some of our subject areas because our teachers are 'singletons', i.e. the only person teaching that subject and/or grade level.

Chronic absenteeism is identified through daily monitoring of our 'Attention to Attendance' (A2A) software system. Parents are notified immediately when a student has 6 unexcused absences. If absences continue after this first notification, parents are required to meet with the principal for a Level 2 conference. The purpose of the meeting is to discuss causes for the absences and offer support to overcome obstacles. School-site contracts are signed. Further unexcused absences may then result in a referral to the Student Attendance and Review Board. Daily monitoring of our attendance data is needed to ensure interventions can be put in place for students who are chronically absent.

Suspension and referral rates are monitored monthly. Prevention of suspension from school is addressed through clearly defining expectations for student behavior. Referrals are analyzed (through the SWIS program) to determine patterns of behavior and help define ares of focus through our Positive Behavior and Supports System (PBIS). Preventing suspensions is also addressed though a focus on corrective actions designed to alleviate the need for suspension. This year, we implemented an Intervention 360 program. There is a need to continue close and careful monitoring of this data to ensure continuous improvement.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

The findings outlined above lead us to data-driven decisions regarding steps for next year. Our Literacy Resource Specialist is providing valuable access and support for high levels of reading materials. This includes both informational text and fiction. Guidance from this resource helps students achieved individualized Accelerated Reader goals in reading, language and science. Continued support of our PBIS program has proven to help reduce disciplinary referrals and suspensions, thus allowing students to remain in class and not have their instruction interrupted. It is important that funding to help support this program continue. Students who struggle accessing state-adopted core curriculum benefit from a wide array of supplemental instructional material and supplies. This includes ensuring students have access to technology. Our increasing scores in both ELA and math indicate that funding for such materials, equipment and supplies is achieving desired outcomes for student achievement. Still, we can do better.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Staff are accessing PD offerings, specifically, training in the PLC process. Evidence of implementation of new learning can be found as staff meets every Wednesday to collaborate over student achievement data and progress toward standard mastery. Teachers are also asked to analyze activities in their classroom and ensure alignment to the academic standards. Standards are written on the board daily to help students understand the congruence between activities and required learning. Staff has also implemented a FLEX period into the weekly schedule. This allows teachers to identify students in need of extra support and intervention and provide that in smaller group, more focused settings. Individual requests for staff development are provided when teachers express a desire to learn more about specific areas on instruction, curriculum and/or management techniques. These opportunities are on-going through-out the school year.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Each year, our families participate in a Back-to-School Title 1 information night. Standards for student learning are discussed as is expectations for behavior. and opportunities for parent involvement. Development of the SPSA is based on student, staff and parent input. The plan is reviewed/revised five times per year via our site council meetings. Stakeholder groups provide input to the distribution of funds via a SPSA survey. Communication between staff and families is frequent and takes place in a variety of forms. Examples include, quarterly progress reports, daily access to the Aeries Parent Portal, parent/teacher conferences, Remind 101 (text communication system), and Student Study Teams

This year we conducted 10 Student Success Team Meetings and multiple Parent Teacher Conferences. We have also conducted 15 Student Attendance and Review meetings. We communicate with parents through monthly newsletters, auto-dialers (36, thus far), Remind 101 (text notification system) and an interactive Parent Network social media page. Individual conferences are held with administration and/or our counselor whenever needed. Parents were also involved in a variety of school events including Back-to-School night, College and Career Day, Open House, Drama productions, Promotion Ceremony activities and Music performances,

We conducted a parent-student-staff survey via site council of needs for our school. Through this survey, the following areas of need were considered:

- Additional Literacy Resource Specialist time to staff our library
- A 3.5 hour/day Student Support Specialist
- Teacher Professional Development
- Accelerated Reader Books for the library
- Classroom Technology
- Support Instructional Materials
- Positive Behavior Intervention and Support incentives

(It is important to note, that other needs for our school were identified, but those needs (such as grounds/facility needs) are addressed through other avenues of district support and are therefore, not applicable to this School Plan for Student Achievement

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

Reviews and updates occur four times throughout the school year. Input is provided by parents, community representatives, teachers and students. Meetings this year were held 9/20/18, 12/13/18, 3/21/19,
5/23/19.

Resource Inequities

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

None

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	9.7%	10.00%		20	21
African American	%	2.4%	1.90%		5	4
Asian	%	1.5%	1.43%		3	3
Filipino	%	%	%			
Hispanic/Latino	%	13.5%	8.57%		28	18
Pacific Islander	%	0.5%	0.95%		1	2
White	%	60.4%	64.29%		125	135
Multiple/No Response	%	0.5%	0.95%		1	2
	Total Enrollment				207	210

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6		70	75
Grade 7		55	81
Grade 8		82	54
Total Enrollment		207	210

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		6	6		2.9%	2.9%
Fluent English Proficient (FEP)		5	5		2.4%	2.4%
Reclassified Fluent English Proficient (RFEP)					0.0%	0

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	51	73	75	51	73	75	51	73	75	100	100	100
Grade 7	78	51	79	78	51	79	78	51	79	100	100	100
Grade 8	53	76	54	53	75	54	53	75	54	100	98.7	100
All Grades	182	200	208	182	199	208	182	199	208	100	99.5	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2517.	2518.	2538.	14	9.59	17.33	33	41.10	42.67	29	27.40	17.33	24	21.92	22.67
Grade 7	2549.	2568.	2550.	15	19.61	10.13	32	47.06	43.04	32	7.84	29.11	21	25.49	17.72
Grade 8	2581.	2556.	2581.	21	10.67	16.67	42	41.33	57.41	19	24.00	7.41	19	24.00	18.52
All Grades	N/A	N/A	N/A	16	12.56	14.42	35	42.71	46.63	27	21.11	19.23	21	23.62	19.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	20	21.92	30.67	47	52.05	44.00	33	26.03	25.33
Grade 7	23	35.29	17.72	50	41.18	59.49	27	23.53	22.78
Grade 8	42	26.67	25.93	40	49.33	51.85	19	24.00	22.22
All Grades	27	27.14	24.52	46	48.24	51.92	26	24.62	23.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	19.18	22.67	55	50.68	49.33	31	30.14	28.00
Grade 7	24	34.00	22.78	51	42.00	58.23	24	24.00	18.99
Grade 8	23	20.00	29.63	60	52.00	51.85	17	28.00	18.52
All Grades	21	23.23	24.52	55	48.99	53.37	24	27.78	22.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	22	12.33	14.67	67	69.86	76.00	12	17.81	9.33
Grade 7	18	17.65	10.13	68	66.67	72.15	14	15.69	17.72
Grade 8	19	16.00	24.07	68	65.33	66.67	13	18.67	9.26
All Grades	19	15.08	15.38	68	67.34	72.12	13	17.59	12.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	31	26.03	36.00	53	52.05	49.33	16	21.92	14.67
Grade 7	26	41.18	25.32	51	39.22	56.96	23	19.61	17.72
Grade 8	28	22.67	31.48	51	48.00	48.15	21	29.33	20.37
All Grades	28	28.64	30.77	52	47.24	51.92	20	24.12	17.31

Conclusions based on this data:

1. Overall, students who met or nearly met proficiency in ELA standards decreased from 78% to 76.5% over the last two years. Specifically, when comparing 2016 results with 2017 results, we find the following results as it relates to students who are at or near standard: Reading went form 73% - 75%, writing went from 76% - 72%, Listening went from 87% - 82%, Research and Inquiry went form 80% - 76%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	51	73	75	51	73	74	51	73	74	100	100	98.7
Grade 7	78	51	79	78	50	78	77	50	78	100	98	98.7
Grade 8	53	76	54	53	75	53	53	75	53	100	98.7	98.1
All Grades	182	200	208	182	198	205	181	198	205	100	99	98.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2504.	2505.	2511.	12	13.70	12.16	18	23.29	22.97	39	30.14	36.49	31	32.88	28.38
Grade 7	2520.	2522.	2526.	10	18.00	8.97	19	22.00	26.92	38	32.00	34.62	32	28.00	29.49
Grade 8	2564.	2528.	2553.	13	12.00	15.09	34	14.67	30.19	30	30.67	24.53	23	42.67	30.19
All Grades	N/A	N/A	N/A	12	14.14	11.71	23	19.70	26.34	36	30.81	32.68	29	35.35	29.27

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	18	19.18	20.27	37	43.84	41.89	45	36.99	37.84
Grade 7	16	26.00	20.51	48	36.00	41.03	36	38.00	38.46
Grade 8	26	13.33	28.30	40	41.33	30.19	34	45.33	41.51
All Grades	19	18.69	22.44	43	40.91	38.54	38	40.40	39.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	15.07	9.46	51	47.95	52.70	35	36.99	37.84
Grade 7	18	28.00	14.10	51	44.00	44.87	31	28.00	41.03
Grade 8	21	16.00	20.75	60	42.67	60.38	19	41.33	18.87
All Grades	18	18.69	14.15	54	44.95	51.71	29	36.36	34.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	12.33	20.27	49	52.05	39.19	37	35.62	40.54
Grade 7	16	14.00	10.26	55	54.00	60.26	30	32.00	29.49
Grade 8	17	10.67	11.32	72	48.00	62.26	11	41.33	26.42
All Grades	15	12.12	14.15	58	51.01	53.17	27	36.87	32.68

Conclusions based on this data:

1. Overall, students who met or nearly met proficiency in math decreased from 71% to 65% over the last two years. Specifically, when comparing 2016 results with 2017 results, we find the following results as it relates to students who are at or near standard: Concepts and Procedures 62% - 60%. Problem Solving/Data Analysis 72% - 64%%, Communicating Reasoning 73% - 64%.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6			*	*					*
Grade 7	*	*	*	*					*
Grade 8	*	*	*	*					*
All Grades	*	*	*	*					*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*							*
Grade 7	*	*	*	*					*
Grade 8	*	*	*	*					*
All Grades	*	*	*	*					*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6					*	*			*
Grade 7	*	*	*	*					*
Grade 8	*	*			*	*			*
All Grades	*	*	*	*	*	*			*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*					*
Grade 7	*	*					*
Grade 8	*	*	*	*			*
All Grades	*	*	*	*			*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*					*
Grade 7	*	*	*	*			*
Grade 8	*	*					*
All Grades	*	*	*	*			*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6			*	*			*
Grade 7	*	*					*
Grade 8	*	*			*	*	*
All Grades	*	*	*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6			*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
All Grades	*	*	*	*			*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
210	54.8%	2.9%	1.0%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	2.9%
Foster Youth	2	1.0%
Homeless	1	0.5%
Socioeconomically Disadvantaged	115	54.8%
Students with Disabilities	24	11.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.9%
American Indian	21	10.0%
Asian	3	1.4%
Hispanic	18	8.6%
Two or More Races	25	11.9%
Pacific Islander	2	1.0%
White	135	64.3%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	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 English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

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

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
6.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased 10.3 points	8 students	1 students
194 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	27.2 points below standard	122.2 points below standard
4 students	Increased 11.2 points	Declined -12.4 points
	106 students	23 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color 23.5 points below standard Declined -26.5 points 20 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 65.6 points below standard Declined -21.4 points 18 students	No Performance Color 1.5 points below standard Increased 29.7 points 24 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Green 24.4 points above standard Increased 13.5 points 123 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 6 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	8.4 points above standard Increased 10.7 points 183 students

Conclusions based on this data:

1.

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.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow 36 points below standard Increased 15.3 points 193 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Yellow 67.3 points below standard Increased 20.7 points 106 students	No Performance Color 142.1 points below standard Increased 17.5 points 23 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color 74.8 points below standard Declined -7.7 points 20 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 73.9 points below standard Increased 16.1 points 18 students	No Performance Color 32.9 points below standard Increased 51.7 points 24 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Yellow 26.5 points below standard Increased 4.7 points 122 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 6 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	35.4 points below standard Increased 14.1 points 182 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green 8% chronically absent Declined 1% 224 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Yellow 11.2% chronically absent Declined 6.1% 125 students	No Performance Color 3.8% chronically absent Declined 18.7% 26 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 9.1% chronically absent Maintained 0% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 9.1% chronically absent Increased 2.2% 22 students	 No Performance Color 7.4% chronically absent Declined 8% 27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 7.6% chronically absent Increased 1% 144 students

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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
4.7% suspended at least once	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Declined -6.7%	6 students	7 students
234 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
18.2% suspended at least once	7.6% suspended at least once	9.7% suspended at least once
11 students	Declined -9.9%	Declined -2.4%
	131 students	31 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 5 students	No Performance Color 0% suspended at least once Declined -17.4% 22 students	No Performance Color Less than 11 Students - Data 3 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0% suspended at least once Declined -3.3% 22 students	No Performance Color 6.9% suspended at least once Declined -7.9% 29 students	No Performance Color Less than 11 Students - Data 2 students	Green 4.6% suspended at least once Declined -5.6% 151 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
15.1% suspended at least once	11.4% suspended at least once	4.7% suspended at least once

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

ELA and Math performance levels will improve by 3%

Identified Need

In ELA, 19.7% of students are not yet demonstrating mastery as measured by the CAASPP. In math, 29.3% are below proficient.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	ELA = 80.3%. Math = 70.7	ELA = 83%. Math = 74%

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)

All students

Strategy/Activity

Academic Student Support Specialist services (3.5 hrs/day x 5 days/wk) will provide struggling learners with guidance and support to increase success in the classroom. The Student Support Specialist will meet with both small groups and individuals to monitor progress and achievement in core academic subjects. Student Support Specialist will also assist students with organization strategies and study skills

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)
14,500	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Core academic classes will be supported by a Literacy Resource Technician (LRT). The primary responsibility will be to provide a structure whereby struggling learners receive extra assistance. In addition, the LRT will assist students in the following ways: reading to students, assisting with appropriate library book selections, assisting students develop research skills, supporting ELA Common Core standards instruction, monitoring student progress on Accelerated Reader (and providing reports to teachers), and providing technology support.

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)
19,500	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Extend and enhance the library's learning environment by providing resources to students, staff and parents in the areas of technology, research-project materials, and books which complement the core academic program. A wide variety of literary genres, including informational texts, will be available to students. Novels and academic periodicals promote greater opportunities to practice fluency and comprehension with literature and informational text.

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)
7,500	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

Provide technology supplies and components which complement and support the implementation of our core instruction. We will ensure that every classroom has up-to-date technology tools. Teachers will use this to provide support and interventions in customized, small group instruction for students performing below 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)
10,000	Title I

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
Students experiencing difficulty accessing the core curriculum will be provided supplemental instructional materials and/or programs to enhance their academic performance. These materials will serve as a supplement to the district's adopted materials. Materials/programs purchased are designed to target specific areas of a student's learning deficits and will help our low-performing students advance to levels of proficiency in each subject.

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)
6,289	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
Provide ongoing professional development for our staff to advance their learning and professional practice.

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)
5,000	Title I

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

Copiers in a Title 1 school wide school provide expanded options to introduce and reinforce concepts outlined in pages of core textbooks. Teachers will utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning experience for struggling learners The purchase allows for the introduction of multiple methods to reach 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)
7,000.00	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide organizational planners and locker organizers to support student success through effective organization of textbooks, binders.class notes, homework, assignments, test dates, etc.

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)
4,000.00	Targeted

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

Implement a school-wide attendance, discipline and academic support program

Identified Need

Significant demand for social/emotional/academic support as demonstrated by referrals to site counselor. 2018-19 was our first year with this service. Corrective action plans need to be in place as an alternative to suspension. College and career planning needs to be integrated to help students set goals and see relevance for their studies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates, attendance rates, promotion rates	Suspension = 16, Attendance = 96.2%, Promotion rate = 94%	Improve attendance by 2%, Decrease suspension by 2%, Increase promotion rates by 2%

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)

All students

Strategy/Activity

Implementation of a school-wide system for Positive Behavior Intervention and Supports (PBIS) creates a culture in which students can maximize their learning. The SWIS program monitors student behavior to provide data and drive improvement efforts.Students learn and are frequently recognized for behaviors that promote a safe, kind and responsible learning environment for all. Classroom instruction, school-wide assemblies and individual conferences are all a part of integrating our school's expectations. As part of a research-based system of PBIS, students are recognized daily, weekly and monthly for their positive accomplishments in maintaining an effective learning environment for all.

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)
4,000.00	Targeted

Strategy/Activity 2

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

All Students

Strategy/Activity

Provide programs/supplies which support the social/emotional//behavioral needs of our students. This includes counseling supplies and Intervention 360 online resource.

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)
4,000.00	Targeted

Strategy/Activity 3

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

All students

Strategy/Activity

Recognition and encouragement of students' attendance and academic accomplishments promotes continued success. This includes awards, assemblies, printing costs and related supplies.

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)
3,000.00	Targeted

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

Professional development opportunities for support staff (LRT, Student Support Specialist, Counselor)

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)
2352.00	Targeted

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	$87,769.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	50,289	0.00
Title I Carryover		
Title I Parent Involvement	628	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	36,852	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	73,789.00
Goal 2	13,352.00
Goal 3	628.00
Goal 4	
Goal 5	
Goal 6	

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

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Kathleen Hansen	Principal
Ferenc Bertalan	Classroom Teacher
Rocio Bertalan	Classroom Teacher
Tim Moriarty	Classroom Teacher
Roslyn Cowan	Classroom Teacher
Diane Harris	Other School Staff
Katie Schaal	Parent or Community Member
Carmie Ellyson	Parent or Community Member
Brandi Schwartz	Parent or Community Member
Martha Bunce	Parent or Community Member
Kayden Ellyson	Secondary Student
Logan Beach	Secondary Student
Nathan Yeager	

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

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 3/21/19.

Attested:

Principal, Kathleen Hansen on 5/23/19

SSC Chairperson, Brandi Schwartz on 5/23/19

School Year: **2019-20**

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
Anna McKenney Intermediate	58-72736-6056626	05/23/2019	

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.

Increased student achievement, continue to develop and implement strategies to increase positive school culture, decrease suspensions,

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

CAASPP Scores
Star Reading and Math
Dashboard Data
Attendance and Discipline-SWIS, A2A, Aeries
Parent and Community Engagement- Participation in parent trainings and advisory committees

Here's What (Findings)
Record Specific Facts

Guiding questions:

- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Chronic Absenteeism
2017-18
Attendance percentage 95.9%
Chronically Absent 10.4%
2018-19
Attendance percentage- as of 2/15/19 we are at 96%
As of March 2019 10.24%
Discipline-Suspension Rate
2016-17
8.9% suspended at least once
2017-18
9.8% suspended at least once
Academics
ELA 2016-17
All Students (Yellow)- 30.1 points below standard
Students with Disabilities (Orange)- 123.9 points below standard
English Learners (Yellow)- 56.9 points below standard
Hispanic (Yellow)- 42.4 points below standard
Socioeconomically Disadvantaged (Yellow)- 36.9 points below standard
White (Yellow)- 16.2 points below standard
ELA 2017-18
All Students (Yellow)- 26.9 points below standard
Students with Disabilities (Orange)- 118.2 points below standard
English Learners (Yellow)- 33.4 points below standard
Hispanic (Yellow)- 31 points below standard
Socioeconomically Disadvantaged (Yellow)- 31.6 points below standard
White (Orange)- 14.7 points below standard
Math 2016-17
All Students (Yellow)- 68.7 points below standard
Students with Disabilities (Orange)- 171.5 points below standard
English Learners (Orange)- 94.6 points below standard
Hispanic (Yellow)- 83.6 points below standard
Socioeconomically Disadvantaged (Yellow)- 75 points below standard

White (Yellow)- 56.2 points below standard
Math 2017-18
All Students (Yellow)- 61 points below standard
Students with Disabilities (Orange)- 161.8 points below standard
English Learners (Yellow)- 79.7 points below standard
Hispanic (Yellow)- 61.7 points below standard
Socioeconomically Disadvantaged (Yellow)- 67.8 points below standard
White (Yellow)- 47.8 points below standard
ELPAC 2017-18
We had 27 students tested.
51.85% of our students tested at Level 4

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Chronic Absenteeism
Attendance is consistent with the previous year. We are currently 1% point above the district target and continuously work to increase student attendance. We receive emails and updates from our attendance program, A2A and then make contact with students and
parents to formulate a plan to increase or monitor individual attendance. Once students are identified as having difficulties attending school on a regular basis, we have the ability to refer them to our district's SARB meetings at the local court house. Based on the data, we
will have to develop new ideas to help motivate and support students attending school.

Discipline
We are always focused on improving our suspension rate. Our current data is fairly consistent with previous years, but the numbers have increased slightly over time. We utilize the SWIS program to monitor campus referrals and gather data on behavior trends. Obtaining
this data helps us place more focus on particular behaviors (fighting, bullying, etc.) and specific locations (classroom, hallways, etc.) around campus where the behavior is increasing. After obtaining the data we can make adjustments to yard duty locations or place more

emphasis on developing strategies to reduce the number of referrals in the classrooms. We hold weekly meetings with our PBIS Tier I & II teams to helps develop and monitor interventions to decrease unwanted student behavior. The two teams monitor specific
interventions, such as CICO and gather data to ensure we are meeting the needs of individual students. Our teams also develop strategies to acknowledge and reward students demonstrating appropriate school behavior. We have found this to be a successful strategy in
reducing the number of unwanted behaviors.

Academics
Based on the data obtained from our CAASPP results, we are making steady progress and our scores have increased each year. Our teachers are working collaboratively on developing common formative assessments and focusing on specific standards and units of
study so that all are aligned. When gaps are identified, we offer intervention periods and we have after school tutoring to support the growth and development of each student. We have created an intensive after school tutoring program called, MASH. Our MASH program
is capped off at 20 students and allows us to focus in on specific struggles and learning needs. Our EL Facilitator monitors and supports the needs of our students through pull-out, push-in, small group instruction and one-on-one counseling sessions.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

Chronic Absenteeism
We have developed an SART team to help support our school decrees chronic absenteeism. Members of the team include: our PASS Office, Attendance Clerk, Assistant Principal, Principal, Counselor. Our goal is to increase home visits to ensure our students needs are
being addressed. Our SART team would like to identify chronically absenteeism earlier in the school year and we predict a positive impact on student participation and decrease our chronic absenteeism numbers. We will continue to utilize the A2A attendance program
and referral students to SARB if support is needed from outside agencies.

Discipline
Our PBIS tier II team will continue to review SWIS data and filter students into interventions to help decrease our suspensions. Our goal is to keep students in the classroom and off suspension so their academic performance does not digress. We have to develop new
interventions and better monitor the interventions we have in place. When our students are at home on suspension, their missing valuable information, so we have to work on strategies to keep them in school and out of trouble. Working with our PBIS teams to reward,
teach and acknowledge positive behaviors is a big piece of the puzzle that will help decrease suspension numbers and maximize seat time in the classroom.

Academics
Starting next school year, we will have daily interventions to support our scores on common formative assessments. We will continue to offer after school tutoring and our MASH tutoring for more intensive levels of academic support. We have also identified the need to
modify our daily schedule so we are meeting the academic needs or more students. We will be moving to an 8 period school day, which includes a 30 minute intervention period where CFA will be retaught or reassessed. Are teachers are collaboratively working on
developing best practices in each unit of study to help ensure our students are receiving the material in an engaging lesson. We are also working on developing new elective courses which have high levels of rigor and multiple "essential" or "supportive" academic
standards. Ensuring these additional standards are covered and included in our elective courses will lighten the load of our core teachers.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

Professional Development
We have over 90 minutes of weekly professional development time to meet with colleagues to review common formative assessments, packing guides, and best practices utilized in the classroom. Our school was fortunate to obtain training from Solution Tree consultant,
Maria Neilsen, on four different occasions. Maria was able to work with our staff to develop units of study, identify our essential, supportive and developing standards and she arranged a visit to Fossil Ridge Intermediate School in Utah. Over 90% of our staff has
participated in a professional learning community (PLC) conference and all members of our PBIS team have attended a conference to support our advancement. Each year we send a few staff member to a CUE conference to learn the latest advancements in technology.
Our teachers attending CUE come back and incorporate what they learn into the classroom by developing new elective courses, such as 3-D printing and multi media productions, which produces a weekly new segment for all of our students. Each year we send a team
of staff members to the annual School Safety Conference to learn the newest ways to prevent and plan against a campus invader. All of our staff members have the ability to attend multiple days of professional development offered through the district at the end and
beginning of the school year.

Family and Community Engagement
Ongoing and annual process

Guiding questions:
- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Family and Community Engagement
The California Healthy Kids Survey is offered to students and parents each year and the result drive conversation around engagement and safety.
During the 2018/19 school year we offered parents to attend the PIQE institute in the evening.
We hold an Annual Title I Parent Meeting.
Newsletters are sent home to parents and families to keep parents updated and to invite them to actively participate in their child's education.
All Calls/School Messenger go home throughout the year to inform parents of upcoming events.
Home visits are often schedule with our PASS Officer to ensure students are attending school and are safe in their off campus environment.

Aeries training for parents occurs throughout the school year and allows our parents to monitor their students progress and have communication with teachers and other staff members.
College and Career Week offer a chance for us to bring experts and community members on campus to share and encourage our students.
Back-to-School Night and Open House offer a time for the community to be involved in the activities and academic discussions.
6th Grade Orientation night for incoming students and parents.
Site Council and PTA meetings are open to the community.

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

site council meetings, ELAC meetings, PTSO meetings, and Title I parent meeting

Resource Inequities

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

83.3% of our students qualify as socioeconomically disadvantaged
15.5% of our students have identified disabilities
15% English Learners

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	2.7%	2.25%		15	13
African American	%	4.9%	5.54%		27	32
Asian	%	6.4%	4.15%		35	24
Filipino	%	0.6%	0.35%		3	2
Hispanic/Latino	%	36.9%	39.79%		202	230
Pacific Islander	%	0.9%	0.35%		5	2
White	%	44.3%	42.21%		243	244
Multiple/No Response	%	0.2%	0.87%		1	5
	Total Enrollment				548	578

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6		199	190
Grade 7		178	208
Grade 8		171	180
Total Enrollment		548	578

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		91	69		16.6%	11.9%
Fluent English Proficient (FEP)		40	59		7.3%	10.2%
Reclassified Fluent English Proficient (RFEP)		10	17		12.5%	18.7%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	160	200	185	160	195	181	160	195	181	100	97.5	97.8
Grade 7	179	180	205	177	177	204	177	177	204	98.9	98.3	99.5
Grade 8	176	174	177	173	168	175	172	168	175	98.3	96.6	98.9
All Grades	515	554	567	510	540	560	509	540	560	99	97.5	98.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2487.	2499.	2510.	4	5.13	14.92	29	31.28	30.94	31	34.87	25.41	37	28.72	28.73
Grade 7	2483.	2528.	2510.	3	4.52	2.45	20	41.81	30.88	24	29.38	34.31	53	24.29	32.35
Grade 8	2518.	2519.	2536.	5	6.55	1.14	25	23.81	35.43	32	34.52	39.43	38	35.12	24.00
All Grades	N/A	N/A	N/A	4	5.37	6.07	24	32.41	32.32	29	32.96	33.04	43	29.26	28.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	7	12.31	18.78	51	56.92	45.86	42	30.77	35.36
Grade 7	10	17.51	7.35	40	54.24	53.43	50	28.25	39.22
Grade 8	18	17.26	10.86	42	41.07	53.14	40	41.67	36.00
All Grades	12	15.56	12.14	44	51.11	50.89	44	33.33	36.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	9	8.21	21.55	39	56.41	40.33	51	35.38	38.12
Grade 7	5	17.51	11.27	45	53.67	60.29	50	28.81	28.43
Grade 8	8	11.31	9.14	47	48.21	66.29	45	40.48	24.57
All Grades	7	12.22	13.93	44	52.96	55.71	49	34.81	30.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	11	8.21	14.92	68	74.87	66.30	21	16.92	18.78
Grade 7	6	6.21	2.94	60	71.75	63.73	34	22.03	33.33
Grade 8	5	7.74	10.86	68	67.26	66.86	27	25.00	22.29
All Grades	7	7.41	9.29	65	71.48	65.54	28	21.11	25.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	20	20.51	31.49	58	51.79	41.99	23	27.69	26.52
Grade 7	7	16.38	13.24	49	63.28	57.35	44	20.34	29.41
Grade 8	13	14.88	17.14	58	50.60	56.57	28	34.52	26.29
All Grades	13	17.41	20.36	55	55.19	52.14	32	27.41	27.50

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	160	200	185	160	196	181	160	196	181	100	98	97.8
Grade 7	179	181	205	177	179	204	177	179	204	98.9	98.9	99.5
Grade 8	175	173	176	172	170	174	172	170	174	98.3	98.3	98.9
All Grades	514	554	566	509	545	559	509	545	559	99	98.4	98.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2484.	2491.	2504.	4	9.18	14.92	18	18.37	18.23	41	32.65	32.60	37	39.80	34.25
Grade 7	2462.	2495.	2485.	1	3.91	2.94	10	15.08	18.14	33	41.90	35.78	55	39.11	43.14
Grade 8	2497.	2488.	2515.	7	5.29	7.47	15	12.35	17.82	22	28.24	33.33	56	54.12	41.38
All Grades	N/A	N/A	N/A	4	6.24	8.23	14	15.41	18.07	32	34.31	33.99	50	44.04	39.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	16.33	22.65	42	32.65	37.02	50	51.02	40.33
Grade 7	4	8.94	7.35	31	37.99	35.78	66	53.07	56.86
Grade 8	13	4.71	10.34	26	34.71	39.66	62	60.59	50.00
All Grades	8	10.28	13.24	32	35.05	37.39	59	54.68	49.37

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	4	8.67	11.05	52	49.49	53.04	44	41.84	35.91
Grade 7	5	5.03	4.90	31	54.75	51.47	65	40.22	43.63
Grade 8	7	6.47	8.62	48	36.47	58.05	45	57.06	33.33
All Grades	5	6.79	8.05	43	47.16	54.03	52	46.06	37.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	4	9.18	13.81	56	50.00	45.86	40	40.82	40.33
Grade 7	3	9.50	3.92	51	55.31	60.29	45	35.20	35.78
Grade 8	7	7.65	8.05	60	50.59	57.47	33	41.76	34.48
All Grades	5	8.81	8.41	56	51.93	54.74	39	39.27	36.85

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1524.6	1519.8	1528.8	19
Grade 7	1528.4	1524.4	1532.1	25
Grade 8	1549.7	1534.0	1565.0	27
All Grades				71

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	19
Grade 7	*	*	*	*	*	*	*	*	25
Grade 8	14	51.85	*	*	*	*	*	*	27
All Grades	28	39.44	22	30.99	16	22.54	*	*	71

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	19
Grade 7	*	*	12	48.00	*	*	*	*	25
Grade 8	17	62.96	*	*	*	*	*	*	27
All Grades	35	49.30	25	35.21	*	*	*	*	71

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	19
Grade 7	*	*	*	*	12	48.00	*	*	25
Grade 8	13	48.15	*	*	*	*	*	*	27
All Grades	20	28.17	*	*	24	33.80	17	23.94	71

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	19
Grade 7	11	44.00	14	56.00			25
Grade 8	15	55.56	12	44.44			27
All Grades	32	45.07	36	50.70	*	*	71

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	13	68.42	*	*	*	*	19
Grade 7	17	68.00	*	*	*	*	25
Grade 8	18	66.67	*	*	*	*	27
All Grades	48	67.61	20	28.17	*	*	71

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	19
Grade 7	*	*	*	*	15	60.00	25
Grade 8	12	44.44	*	*	*	*	27
All Grades	20	28.17	17	23.94	34	47.89	71

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6			15	78.95	*	*	19
Grade 7	*	*	20	80.00	*	*	25
Grade 8	12	44.44	14	51.85	*	*	27
All Grades	16	22.54	49	69.01	*	*	71

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
578	82.9%	11.9%	1.6%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	69	11.9%
Foster Youth	9	1.6%
Homeless	15	2.6%
Socioeconomically Disadvantaged	479	82.9%
Students with Disabilities	83	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	5.5%
American Indian	13	2.2%
Asian	24	4.2%
Filipino	2	0.3%
Hispanic	230	39.8%
Two or More Races	26	4.5%
Pacific Islander	2	0.3%
White	244	42.2%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	[illegible]	Green	Blue
0	2	3	0	0

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

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

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
26.9 points below standard	33.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 3.2 points	Increased 23.5 points	7 students
511 students	99 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
48.3 points below standard	31.6 points below standard	118.2 points below standard
11 students	Increased 5.4 points	Increased 5.7 points
	420 students	77 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 59.3 points below standard Increased 9.9 points 27 students	No Performance Color 79.4 points below standard Increased 69.3 points 11 students	No Performance Color 46.1 points below standard Declined -38.1 points 22 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 31 points below standard Increased 11.3 points 211 students	No Performance Color 23.8 points below standard Declined -21.8 points 24 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Orange 14.7 points below standard Maintained 1.5 points 210 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
74.7 points below standard Increased 4.7 points 63 students	39 points above standard Increased 25.8 points 36 students	27.7 points below standard Maintained -1.5 points 395 students

Conclusions based on this data:

1.

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.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange		Green	Blue
0	1	4	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow 61 points below standard Increased 7.7 points 510 students	Yellow 79.7 points below standard Increased 14.9 points 99 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 78.5 points below standard 11 students	Yellow 67.8 points below standard Increased 7.2 points 419 students	Orange 161.8 points below standard Increased 9.7 points 77 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 108 points below standard Declined -16.6 points 27 students	No Performance Color 147.8 points below standard Increased 26.9 points 11 students	No Performance Color 87.6 points below standard Declined -56.7 points 22 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 61.7 points below standard Increased 21.9 points 211 students	No Performance Color 50.3 points below standard Declined -5.6 points 24 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Yellow 47.8 points below standard Increased 8.4 points 209 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
122 points below standard Declined -3.1 points 63 students	5.5 points below standard Increased 11.3 points 36 students	60.1 points below standard Increased 5.2 points 394 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
71	39.4%	31%	22.5%	7%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	1	1

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	No Performance Color
10.4% chronically absent	1.1% chronically absent	16.7% chronically absent
Increased 0.9%	Declined 7.9%	12 students
617 students	90 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
34.8% chronically absent	11.3% chronically absent	18.8% chronically absent
Declined 7.3%	Increased 1.4%	Increased 5.1%
23 students	514 students	96 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 18.4% chronically absent Increased 3.7% 38 students	No Performance Color 15.4% chronically absent Declined 9.6% 13 students	No Performance Color 0% chronically absent Declined 13.5% 26 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 3.7% chronically absent Declined 1.5% 244 students	No Performance Color 26.5% chronically absent Increased 21.7% 34 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Orange 14.3% chronically absent Increased 2.9% 258 students

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange		Green	Blue
2	2	0	2	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	No Performance Color
9.8% suspended at least once	5.3% suspended at least once	23.1% suspended at least once
Increased 0.9%	Declined -2.4%	Increased 16.8%
642 students	94 students	13 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
12% suspended at least once	10.3% suspended at least once	12.2% suspended at least once
Increased 4%	Increased 0.6%	Maintained 0%
25 students	533 students	98 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 17.9% suspended at least once Declined -0.5% 39 students	No Performance Color 7.1% suspended at least once Declined -22.3% 14 students	No Performance Color 3.4% suspended at least once Declined -1.7% 29 students	No Performance Color Less than 11 Students - Data 2 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 7.5% suspended at least once Declined -1.2% 253 students	No Performance Color 13.5% suspended at least once Increased 1% 37 students	No Performance Color Less than 11 Students - Data 2 students	Red 11.3% suspended at least once Increased 4.4% 266 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
13.4% suspended at least once	8.9% suspended at least once	9.8% suspended at least once

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 1

Student proficiency levels on District and State Assessments in English Language Arts, Mathematics, Science, Social Science, and Physical Education will increase

Identified Need

We need to continue on developing strategies and procedures that ensure all PLC components are addressing the academic needs of our students. We need to improve our intervention process and enrichment selection to meet the needs of high performing students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade level common formative assessments, which are built on our site selected rocks, boulders and butterflies.	Our students will be given the CFA several times throughout the year. Students will be offered opportunities for immediate, Mustang Time, interventions or enrichment activities based on the scores from the CFA.	Students will master the grade level essential (Rocks) standards.
Assessments and growth from supplemental resources and/or materials utilized to support the mastery of our essential or supportive standards.	Initial scores or levels that provide us a baseline. The initial score will be taken at the point students begin to use the resource.	Our students will show growth towards mastery of grade level essential standards.
California Dashboard data in ELA and Math.	Our baseline data will be the scores from the 2018-19 school year.	We would like to see an overall increase in students meeting or exceeding ELA proficiency of 5% and an overall increase in Math of 3%.

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)

All students

Strategy/Activity

We will hire student support specialists to assist teachers with direct instruction, small group intervention/enrichment, assessments, etc.

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)
95000.	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We will provide training for parent volunteers for extra help in the classroom, community events, and to cover the cost associated with fingerprinting.

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)
1464.	Title I Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Professional Learning opportunities for all faculty. This professional development will center around training, implementation, collaboration and best practices of professional learning communities (PLC). These professional learning and professional development opportunities will include PLC institutes, summits , trainings as well as extra time beyond the contract for teachers to collaborate

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)
30000.	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/Students at risk

Strategy/Activity

We provide intensive tutoring to students in small group settings. The intensive tutoring is conducted with two credentialed teachers and limited number of 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)

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

We will provide supplementary materials, resources and supplies for daily classroom use and interventions, subscriptions to online programs,as well as maintain copier/riso machine leases/maintenance.

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)
6000.	Targeted
1319.	Targeted

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

Replace outdated technology for classroom use including replacement bulks, ribbons.

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)
1000.	Targeted
10000.	Title I

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
Extend and enhance the library's learning environment by providing resources to students, staff and parents in the areas of technology, research-project materials, and books which complement the core academic program. A wide variety of literary genres, including informational texts, will be available to students. Novels and academic periodicals promote greater opportunities to practice fluency and comprehension with literature and informational text.

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)
7000.	Title I

Strategy/Activity 8

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

Strategy/Activity
Contracts and support materials will be purchased to compliment the core curriculum through supplemental programs such as Criterion.

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)
25000.	Title I

Strategy/Activity 9

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

Strategy/Activity

We would like to hire additional para educators to support first instruction and intervention/extension during Mustang Time.

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)
30259.	Title I

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
Purchase of school planners for all students to help with content organization and study time and school events for parents to attend.

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)
1000.	Title I Parent Involvement

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

Goal 2

All students will be in a learning environment that is safe, supportive, and conducive to academic achievement and supported by all stakeholders.

Identified Need

Our staff members and community have recognized an increased need for emotional and behavioral support services and interventions. Multiple calls from parents and community members requesting assistance to support our students and families coping with difficult life situations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data Chronic Absenteeism Emotional and behavioral Interventions	2017-2018 suspensions- 9.8% at least once 2017-2018 chronic absenteeism- 10.4%	Suspension will decrease to no more than 8% suspended at least once- by 2019-2020 Chronic Absenteeism will decrease to no more than 9.4% by 2019-2020

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)

All Students

Strategy/Activity

PASS Officer to work with students as well as mediating student conflict to increase student time in the academic setting and to increase school to home communication of student needs

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)
97000.	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Service Administrator to work with students as well as mediating student conflict to increase student time in the academic setting and to increase school to home communication of student needs.

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)
33000.	Targeted

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	$338,042.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	197,259	0.00
Title I Carryover		
Title I Parent Involvement	2,464	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	138,319	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	208,042.00
Goal 2	130,000.00
Goal 3	
Goal 4	
Goal 5	
Goal 6	

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:

Joe Seiler School Principal

Susan Roger, Karen Anderson Classroom Teachers

Sheri Carpenter Other School Staff

Sharon Criddle, Lorine Amaro, Penny Rogers, Diane Washburn, Jason Roper Parent or Community Members

Name of Members	Role
Joe Seiler	Principal
Susan Roger	Classroom Teacher
Sheri Carpenter	Other School Staff
Jason Roper	Parent or Community Member
Penny Rogers	Parent or Community Member
Karen Anderson	Classroom Teacher
Sharon Criddle	Parent or Community Member
Diane Washburn	Other School Staff

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

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:

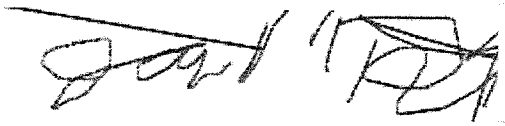
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 5-23-2019.

Attested:

	Principal, Joe Seiler on 5/23/2019
	SSC Chairperson, Jason Roper on 5/23/2019

School Year: 2019-20

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
Yuba Gardens Intermediate School	58-72736-6056790	5/16/2019	

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
Additional Targeted Support and Improvement

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.

*CHRONIC ABSENTEEISM
A2A will continue to drive outreach efforts including home visits, SARB referrals and one on one intervention with chronically absent students.

A focus on extra curricular enrichment such as Music, Career Week, sports, student rallies and motivational speakers will help to create positive school connections for students, as well as a reason to attend school.

*DISCIPLINE
SWIS data will continue to be used to target problem areas related to student behavior and/or school issues. Data will continue to guide changes within the school day format and supervision. CICO, Suite 360 and tiered interventions will continue, as outcomes have been positive.

*ACADEMIC INTERVENTION
Daily interventions will continue to be provided based upon common formative assessment data.

After school transportation will continue to allow students to attend tutoring.

To further enhance district reading intervention for students performing below the third grade reading level, a need has been identified to provide intensive supports for students reading between the 4th and 6th grade reading levels.

Continued implementation of the PLC process will ensure even greater academic gains.

*PROFESSIONAL DEVELOPMENT

As Yuba gardens moves towards a solid PLC community, ongoing professional development is needed by way of attendance at PLC institutes and ongoing site support by Maria Nielsen. All stakeholders are involved in this professional development. Additional professional development is needed in regards to RTI and math related the PLC process. During the 17/18 school year an administrator and two teachers visited Fossil Ridge Middle School in Utah as part the implementation of the intervention period during the school day for the 18/19 school year.

With the implementation of the NGIS Science standards and our new textbook adoption a professional development need has been identified by the science teachers.

Ongoing support with the implementation of PBIS will continue to help establish a school climate where appropriate behavior is the norm. Restorative Justice professional development will also help to establish and maintain a positive school climate.

Teachers continue to request ongoing professional development with Google Classroom, as technology is used more within the classroom setting. Strategies from this professional development are brought back by the attendees and shared with the entire teaching staff.

Professional development needs are identified through ongoing teacher collaboration discussions on minimum days.

*FAMILY AND COMMUNITY ENGAGEMENT
Parents are invited to be part of School Site Council Meetings, Title One parent meeting, PTA and ELAC, to provide input on student interventions and the academic program. The ELAC president attends the School Site Council meetings and presents the information during the monthly ELAC meeting. Administration collaborates with parents during these meetings.

Parents are also invited to attend 7th grade orientation, back to school night and open house.

Parents during the 18/19 school year were also invited to attend the PIQE institute in the evening.

Spanish/English promotion information meetings are held for parents in the evening.

Home visits done when necessary; for example paperwork needs to be signed, attendance issues or transportation issues etc.

School Messenger is used for regular home communication to ensure parents are aware of engagement opportunities. Through April of 2019 more than 9800 phone calls were made home and 9246 emails were sent. Teachers also use School Messenger to communicate with parents.

Parent Portal trainings were offered in the evening for parents to learn how to track student academic progress.

Newsletters are sent home to parents monthly to keep parents updated and to invite them to actively participate in their child's education.

Parents are also invited to complete the California Healthy Kids Survey to provide feedback related to school climate.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

* Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red)
* Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8
* Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with
disabilities, white (red)
* Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220
* Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground
* Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance
* English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically
Disadvantaged, Students with Disabilities
* English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard
* Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics,
Socioeconomically disadvantaged, White
* ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level
2 20.69 Level 1 <10 students
* Star Reading data for the 18/19 school year shows +49 SS, +0.4 GE gain for 7th +69 SS, +0.6 GE for 8th
* Star Math data for the 18/19 school year shows +2 SS, +0.01 GE gain for 7th +31 SS, +0.7 GE for 8th

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Average attendance has remained constant at 94.8 between the 17/18 and 18/19 school years.

Chronic Absenteeism rate has declined for the 2018/2019 school year 11.27%

Major and Minor referrals have decreased by approximately 40% for the 2018/2019 school year.
Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance. Continued data discussions with staff need to occur regularly centered on awareness of what students are struggling with behaviorally. Tier 1/2 interventions needs to be in place to support students struggling with concerning behaviors. Restorative conferences need to be occurring on regular basis between teachers and students and students that are having conflicts.

English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically

Disadvantaged, Students with Disabilities English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard. **While all subgroups have shown grown in ELA (orange) attention needs to remain on on our intervention students reading below the third grade reading level and students reading between the fourth grade reading level and their own grade level continued work.

Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics, Socioeconomically disadvantaged, White.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*
- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

CHRONIC ABSENTEEISM
A2A identifies chronically absent students daily/weekly. Home visits being conducted on Tuesdays and Thursdays of each week for students that are chronically absent. SARB meetings are attended weekly by an administrator. Chronically absent students consistently referred to SARB. 4-5 chronically absent students are assigned to office staff so that one on one contact is made several times a week with each of these students.

DISCIPLINE
SWIS is used consistently for documenting specific data related to suspensions, such as time of day, type of incident. Tier 2/3 meetings held consistently to provide intensive support such as CICO or connections to outside agencies. Suite 360 is used to help remediate negative student behaviors by providing time for reflection and follow up with an adult.

ACADEMIC INTERVENTION
Daily intervention is now being provided based upon formative assessment data in math and ELA. Students are grouped weekly/biweekly based upon performance needs.

Academic tutoring being offered after school daily with transportation provided.

Reading intervention being provided to students reading below the third grade reading level. Strategic Reading support being provided to students reading between the 4th and 6th grade reading levels, with attention to fluency, comprehension and vocabulary. These students also receive a period of core instruction.

PLC professional development in ongoing monthly. Maria Neilsen, is on site ten days per school year to support teachers in identifying essential standards, pacing of those identified standards, creation of formative assessment, interpretation of assessment data and intervention strategies. This work by teachers is ongoing on district collaboration minimum days.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

*CHRONIC ABSENTEEISM
A2A will continue to drive outreach efforts including home visits, SARB referrals and one on one intervention with chronically absent students.

A focus on extra curricular enrichment such as Music, Career Week, sports, student rallies and motivational speakers will help to create positive school connections for students, as well as a reason to attend school.

*DISCIPLINE
SWIS data will continue xc to be used to target problem areas related to student behavior and/or school issues. Data will continue to guide changes within the school day format and supervision. CICO, Suite 360 and tiered interventions will continue as outcomes have been positive.

*ACADEMIC INTERVENTION
Daily interventions will continue to be provided based upon common formative assessment data.

After school transportation will continue to allow students to attend tutoring.

To further enhance district reading intervention for students performing below the third grade reading level, a need has been identified to provide intensive supports for students reading between the 4th and 6th grade reading levels.

Due to positive outcomes related to the implementation of the PLC, staff, students and parents have embraced the intervention process. Continued implementation of the PLC process will ensure even greater academic gains.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

As Yuba gardens moves towards a solid PLC community ongoing professional development is needed by way of attendance at PLC institutes and ongoing site support by Maria Nielsen. All stakeholders are involved in this professional development. Additional professional development is needed in regards to RTI and math related the PLC process. During the 17/18 school year an administrator and two teachers visited Fossil Ridge Middle School in Utah as part of on site implementation of the intervention period during the school day for the 18/19 school year.

With the implementation of the NGIS Science standards and our new textbook adoption a professional development need has been identified by the science teachers.

Ongoing support with the implementation of PBIS to help establish a school climate where appropriate behavior is the norm. Restorative Justice professional development will also help to establish and maintain a positive school climate.

Teachers continue to request ongoing professional development with Google Classroom as technology is used more within the classroom setting. Strategies from this professional development are brought back by the attendees and shared with the entire teaching staff.

Professional development needs are identified through ongoing teacher collaboration discussions on minimum days.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

Parents are invited to be part of School Site Council Meetings, Title One parent meeting, PTA and ELAC, to provide input on student interventions and the academic program. The ELAC president attends the School Site Council meetings and presents the information during the monthly ELAC meeting. Administration collaborates with parents during these meetings.

Parents are also invited to attend 7th grade orientation, back to school night and open house.

Parents during the 18/19 school year were also invited to attend the PIQE institute in the evening.

Spanish/English promotion information meetings are held for parents in the evening.

Home visits done when necessary; for example paperwork needs to be signed, attendance issues or transportation issues etc.

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Parent Portal trainings were offered in the evening for parents to learn how to track student academic progress.

Newsletters are sent home to parents monthly to keep parents updated and to invite them to actively participate in their child's education.

Parents are also invited to complete the California Healthy Kids Survey to provide feedback related to school climate.

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

Parents - ELAC meetings, SPSA meetings, California Healthy Kids survey, Orientation conference, Back to School Night, Open House, evening parent meetings

Students - PLUS Forums, California Healthy Kids Survey - May each school year

Teachers - Weekly collaboration meetings, Teacher workdays, PD with Maria Nielsen

Staff - PRIDE Meetings

Resource Inequities

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

Reading intervention will be provided to students reading below the third grade reading level. Strategic Reading support will be provided to students reading between the 4th and 6th grade reading levels, with attention to fluency, comprehension and vocabulary, these students also receive a period of core instruction. Additional curriculum will need to be purchased to support students not reading at grade level for the 2019-2020 school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	2.1%	1.49%		16	12
African American	%	3.8%	3.23%		29	26
Asian	%	14.3%	11.68%		110	94
Filipino	%	0.4%	0.37%		3	3
Hispanic/Latino	%	50.9%	51.06%		393	411
Pacific Islander	%	%	0.62%			5
White	%	25.1%	27.70%		194	223
Multiple/No Response	%	0.3%	0.62%		2	5
			Total Enrollment		772	805

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6			1
Grade 7		394	419
Grade 8		378	385
Total Enrollment		772	805

Conclusions based on this data:

1. Enrollment is increasing
2. Enrollment of the Asian, American Indian, Filipino, African American student groups have slightly decreased
3. Enrollment of Hispanic, and white student groups have increased

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		224	251		29.0%	31.2%
Fluent English Proficient (FEP)		160	139		20.7%	17.3%
Reclassified Fluent English Proficient (RFEP)		18			8.3%	0

Conclusions based on this data:

1. English Learner population is increasing
2. Reclassified 18 students

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	378	385	411	371	378	409	371	378	409	97.9	98.2	99.5
Grade 8	360	363	368	355	353	363	352	353	363	98.6	97.2	98.6
All Grades	738	748	779	726	731	772	723	731	772	98.2	97.7	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2470.	2469.	2481.	1	2.91	4.89	18	15.87	19.07	28	25.13	27.63	54	56.08	48.41
Grade 8	2490.	2478.	2490.	3	1.98	2.75	20	15.58	15.15	28	27.76	35.54	49	54.67	46.56
All Grades	N/A	N/A	N/A	2	2.46	3.89	19	15.73	17.23	28	26.40	31.35	52	55.40	47.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	6	6.35	10.76	36	40.74	37.16	58	52.91	52.08
Grade 8	10	5.95	9.37	41	38.81	34.71	48	55.24	55.92
All Grades	8	6.16	10.10	39	39.81	36.01	53	54.04	53.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	4	5.03	9.56	39	40.21	41.42	57	54.76	49.02
Grade 8	7	3.97	4.68	34	35.69	40.50	59	60.34	54.82
All Grades	6	4.51	7.26	36	38.03	40.99	58	57.46	51.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	5	5.03	5.15	57	50.26	54.41	37	44.71	40.44
Grade 8	7	3.97	6.34	57	57.22	57.58	36	38.81	36.09
All Grades	6	4.51	5.71	57	53.63	55.90	37	41.86	38.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	6	7.14	12.50	48	43.12	47.30	46	49.74	40.20
Grade 8	9	5.10	8.82	42	43.06	51.52	48	51.84	39.67
All Grades	7	6.16	10.77	45	43.09	49.29	47	50.75	39.95

Conclusions based on this data:

1. * English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically
Disadvantaged, Students with Disabilities
* English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard
* Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics,
Socioeconomically disadvantaged, White
* ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level
2 20.69 Level 1 <10 students
* Star Reading data for the 18/19 school year shows +49 SS, +0.4 GE gain for 7th +69 SS, +0.6 GE for 8th

2. Reading, Writing, Listening and Research Inquiry all showed improvement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	377	385	411	370	380	409	370	380	409	98.1	98.7	99.5
Grade 8	360	363	368	356	354	363	356	354	363	98.9	97.5	98.6
All Grades	737	748	779	726	734	772	726	734	772	98.5	98.1	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2474.	2461.	2459.	5	3.68	3.91	11	10.00	12.47	33	27.11	24.45	51	59.21	59.17
Grade 8	2466.	2466.	2474.	1	2.54	3.58	8	11.58	11.29	28	18.64	23.42	63	67.23	61.71
All Grades	N/A	N/A	N/A	3	3.13	3.76	9	10.76	11.92	31	23.02	23.96	57	63.08	60.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	7	6.58	8.31	29	25.00	22.98	63	68.42	68.70
Grade 8	3	5.37	7.99	26	22.60	26.45	71	72.03	65.56
All Grades	5	5.99	8.16	28	23.84	24.61	67	70.16	67.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	7	3.95	5.13	45	40.00	39.85	48	56.05	55.01
Grade 8	3	7.06	4.13	47	27.97	46.28	51	64.97	49.59
All Grades	5	5.45	4.66	46	34.20	42.88	49	60.35	52.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	8	3.68	6.11	49	45.00	50.12	43	51.32	43.77
Grade 8	1	2.54	2.75	51	42.37	44.08	48	55.08	53.17
All Grades	5	3.13	4.53	50	43.73	47.28	46	53.13	48.19

Conclusions based on this data:

1. * Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics,
Socioeconomically disadvantaged, White
* Star Math data for the 18/19 school year shows +2 SS, +0.01 GE gain for 7th +31 SS, +0.7 GE for 8th

2. Overall scores, Concepts and Procedures, Problem Solving & Modeling/Data Analysis and Communicating Reasoning all show a slight increase.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 7	1532.0	1519.4	1544.2	118
Grade 8	1538.7	1527.4	1549.6	116
All Grades				234

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	34	28.81	50	42.37	26	22.03	*	*	118
Grade 8	39	33.62	45	38.79	24	20.69	*	*	116
All Grades	73	31.20	95	40.60	50	21.37	16	6.84	234

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	47	39.83	53	44.92	16	13.56	*	*	118
Grade 8	52	44.83	46	39.66	12	10.34	*	*	116
All Grades	99	42.31	99	42.31	28	11.97	*	*	234

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	25	21.19	34	28.81	36	30.51	23	19.49	118
Grade 8	37	31.90	31	26.72	27	23.28	21	18.10	116
All Grades	62	26.50	65	27.78	63	26.92	44	18.80	234

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	48	40.68	60	50.85	*	*	118
Grade 8	53	45.69	51	43.97	12	10.34	116
All Grades	101	43.16	111	47.44	22	9.40	234

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	66	55.93	46	38.98	*	*	118
Grade 8	67	57.76	42	36.21	*	*	116
All Grades	133	56.84	88	37.61	13	5.56	234

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	27	22.88	34	28.81	57	48.31	118
Grade 8	42	36.21	32	27.59	42	36.21	116
All Grades	69	29.49	66	28.21	99	42.31	234

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	14	11.86	98	83.05	*	*	118
Grade 8	33	28.45	76	65.52	*	*	116
All Grades	47	20.09	174	74.36	13	5.56	234

Conclusions based on this data:

1. Students are continuing to struggle with the Writing Domain and Written language.
2. 71 percent of our English Learners are performing at level 3/4

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
805	**91.4%**	**31.2%**	**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.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	251	31.2%
Foster Youth	4	0.5%
Homeless	22	2.7%
Socioeconomically Disadvantaged	736	91.4%
Students with Disabilities	133	16.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	26	3.2%
American Indian	12	1.5%
Asian	94	11.7%
Filipino	3	0.4%
Hispanic	411	51.1%
Two or More Races	26	3.2%
Pacific Islander	5	0.6%
White	223	27.7%

Conclusions based on this data:

1. High percentage of Socioeconomically disadvantaged youth attend Yuba Gardens.
2. High percentage of English Learners and students with disabilities attend Yuba Gardens.
3. Many different races/ethnicities attend Yuba Gardens.

School and Student Performance Data

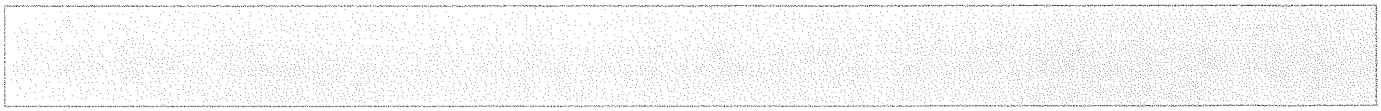
Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. * Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red)
* Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8
* Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, white (red)
* Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220
* Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground
* Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance
* English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
* English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard
* Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics, Socioeconomically disadvantaged, White
* ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level 20.69 Level 1 <10 students



School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	1	0	0

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

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

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
69.6 points below standard	87.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 12.9 points	Increased 11.2 points	3 students
694 students	293 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
87 points below standard	72.2 points below standard	144 points below standard
Increased 30.6 points	Increased 14.1 points	Increased 4.6 points
14 students	634 students	118 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Orange	No Performance Color
76 points below standard	Less than 11 Students - Data Not Displayed for Privacy	53.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 11.6 points	8 students	Maintained 0.8 points	2 students
18 students		86 students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Yellow
78.6 points below standard	47.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	60.5 points below standard
Increased 10.4 points	Increased 25.9 points	3 students	Increased 27.1 points
371 students	21 students		181 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.4 points below standard	16.4 points below standard	67.7 points below standard
Increased 7.6 points	Increased 15.9 points	Increased 15.7 points
208 students	85 students	340 students

Conclusions based on this data:

1. * English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
* English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard
* ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level 2 20.69 Level 1 <10 students
* Star Reading data for the 18/19 school year shows +49 SS, +0.4 GE gain for 7th +69 SS, +0.6 GE for 8th

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.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	0	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	No Performance Color
107.4 points below standard	125.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained 2.3 points	Increased 12.4 points	3 students
694 students	293 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
128.6 points below standard	110.2 points below standard	182.6 points below standard
Increased	Increased 3 points	Maintained -2.7 points
35.1 points 14 students	634 students	118 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Red	No Performance Color
137.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	101.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.5 points	8 students	Declined -12.8 points	2 students
18 students		86 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
112.2 points below standard	92.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	102 points below standard
Increased 6.8 points	Increased 4.9 points	3 students	Increased 3.6 points
371 students	21 students		181 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
151.2 points below standard	62.6 points below standard	107.8 points below standard
Increased 10.9 points	Increased 13.7 points	Declined -5.4 points
208 students	85 students	340 students

Conclusions based on this data:

1. * Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics,
Socioeconomically disadvantaged, White
* Star Math data for the 18/19 school year shows +2 SS, +0.01 GE gain for 7th +31 SS, +0.7 GE for 8th

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
234	31.2%	40.6%	21.4%	6.8%

Conclusions based on this data:

1. * ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level 2 20.69 Level 1 <10 students

2. 15 EL students were reclassified during the 2018-2019 school year

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	3	1	1	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
17% chronically absent	9.7% chronically absent	27.3% chronically absent
Increased 0.8%	Increased 3%	Increased 2.3%
864 students	267 students	11 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
53.1% chronically absent	17.6% chronically absent	30.1% chronically absent
Increased 11.9%	Increased 1.3%	Increased 3.6%
32 students	791 students	153 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
29.6% chronically absent	53.8% chronically absent	3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 16.7%	Increased 10.1%	Declined 0.5%	3 students
27 students	13 students	99 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Red
13.2% chronically absent	15.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	27% chronically absent
Maintained 0.3%	Declined 10.7%	5 students	Maintained 0.3%
440 students	33 students		244 students

Conclusions based on this data:

1. * Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red)

2. * Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8

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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
5	2	0	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
20.4% suspended at least once	13.4% suspended at least once	27.3% suspended at least once
Increased 1.2%	Increased 0.8%	Declined -1.3%
883 students	269 students	11 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
23.5% suspended at least once	20.6% suspended at least once	26.6% suspended at least once
Declined -11.8%	Increased 1.1%	Increased 2.8%
34 students	810 students	154 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
29.6% suspended at least once	37.5% suspended at least once	6.1% suspended at least once	Less than 11 Students - Data
Increased 1.5%	Declined -6.9%	Increased 0.8%	3 students
27 students	16 students	99 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Orange	No Performance Color	Red
16.5% suspended at least once	16.7% suspended at least once	Less than 11 Students - Data	32.1% suspended at least once
Maintained -0.2%	Declined -2.7%	5 students	Increased 4.3%
448 students	36 students		249 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
16.1% suspended at least once	19.2% suspended at least once	20.4% suspended at least once

Conclusions based on this data:

1. * Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, white (red)
   * Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220
   * Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground
   * Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance

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

ELA - Maintain continued increase of 12.9 percent and increase proficiency levels by 5%, to include English Learners. Math - maintain 2.3 increase and increase proficiency levels by 5%.

Identified Need

Curriculum to support struggling readers.
Increase student understanding of academic vocabulary.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results will maintain and increase an additional 5%		

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)

Students reading between the 3rd and 6th grade reading levels

Strategy/Activity

Purchase Language Live Program for all students reading between the 3rd and 6th grade reading levels - 625 students for the 19-20 school year.

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)
29549	Title I
10451	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase Flocabulary to help teachers with building academic vocabulary with their 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	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase of school planners for all students to help with content organization and study time.

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)
8000	Targeted

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

Provide after school transportation so that students can stay after school for extra academic support.

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)
5000	Targeted

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

Tutoring by certificated staff after 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)
5000	Targeted

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

Technology Technician to support teachers use of technology within their classrooms.

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 I

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

Guiding Coalition Meetings to support the PLC initiative to increase student achievement

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)
5451	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continued integration of technology to support the core curriculum and state standards.

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)
5000	Targeted

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2 Para Professional positions to support the professional learning communities process during intervention time and to support students within their academic settings.

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)
37000	Title I

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

2 Student Support Specials to provide direct services to students to help increase academic achievement. The specialists will work with teachers, parents and students to support their academic progress and attendance.

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)

122000	Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Maintenance contracts for the school copiers and RISO machines to produce enhancement pieces to the core and supplemental curriculums.

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)
5600	Targeted

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

Supplemental supplies and materials to help students reach their academic goals.

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)
24314	Targeted

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

Observe and implement successful strategies from other teachers, collaborate, determine correct student placement and use data to discuss intervention groupings.

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)
10000	Targeted

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

Purchase of composition books for all students in core subjects so that teachers can implement instructional strategies and help students to keep their learning organized.

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	Targeted

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 2

Ongoing professional development to affect good first instruction in the classroom setting

Identified Need

Ongoing professional development with Solution Tree related to the PLC initiative. Ongoing support related to Tiered intervention within the PBIS framework. Ongoing support for classroom teachers and support staff related to using technology within the classroom setting.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP indicators maintaining and increasing in proficiency levels.		

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)

All Students

Strategy/Activity

PLC Summer Institute attendance, and other conferences

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)
35000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PBIS Professional Development and Restorative Practices, salaries, benefits and supplies related to the implementation

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)
5000	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Google Classroom Professional Development related to the yearly conference

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	Targeted

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

Professional Communities initiative work with Maria Nielsen - 9 contracted days to work with Maria to help ensure that all students can learn at high levels, create a collaborative culture with collective responsibility and a results oriented learning environment.

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)
45000	Title I

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

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)
	Targeted

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 3

Decrease chronic absenteeism for the 19/20 school year by 5%.
Decrease suspension rate for the 19/20 school year by 5%

Identified Need

* Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red)
* Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8
* Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, white (red)
* Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220
* Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground
* Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/SWIS data results		

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)

All students

Strategy/Activity

PBIS Rewards Program - to help with student inclusion and recognize students that are fulfilling schoolwide expectations.

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)
3500	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase of Suite 360 through Evolution Labs to help provide other means of correction related to students who need an alternative to suspension. This will help with implementing restorative justice and intervention and help to support staff in understanding the process involved with alternative means of correction related to suspension.

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)
5600	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Family liaison - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families with issues related to academic progress. The Family Liaison also works with students on behavioral issues identified through classroom and social observations and meets with students to modify choices that will help to create academic success. The Family Liaison also corresponds with parents to encourage active parent participation.

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)
66000	Targeted

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

Purchase of SWIS contract to manage and implement discipline data to support our PBIS program and work towards decreasing our suspension rate.

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)
1800	Targeted

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

Student Support Officer to work with students as well as mediating student conflict to increase student time in the academic setting and to increase school to home communication of student needs.

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)
50000	Targeted

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 4

Parental involvement on campus

Identified Need

Parental involvement needs to be increased at Open House, Back to School Nite, ELAC meetings, SPSA meetings, Title One meeting and at other offered parent evenings

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in sheets		

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)

Parental Group

Strategy/Activity

Consistent use of dialer, newsletters. Support parents in education related to use of the parent portal, promotion requirements. Provide parents with educational materials and training related to their students academic success.

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)
3379	Title I Parent Involvement

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	$490,644.00

Allocations by Funding Source

Funding Source	Allocation	Balance
Title I	270,549	0.00
Title I Carryover		
Title I Parent Involvement	3,379	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	216,716	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	273,365.00
Goal 2	87,000.00
Goal 3	126,900.00
Goal 4	3,379.00
Goal 5	
Goal 6	

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Kari Ylst	Principal
Rebecca Stewart	Classroom Teacher
Michelle Jones	Classroom Teacher
Nancy Davis	Classroom Teacher
Phillip Waters	Classroom Teacher
Sofia Tapia Hernandez	Parent or Community Member
Maritza Torrez	Parent or Community Member
Cherri Baker	Parent or Community Member
Jennifer Bramer	Other School Staff
Gloira Jennifer Tapia	Secondary Student
Emmanuel Martinez Tapia	Secondary Student
Wendy Torres	Secondary Student

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 05162019.

Attested:

Principal, Kari YIst on

SSC Chairperson, Rebecca Stewart on

School Year: **2019-20**

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
Lindhurst High School	58-72736-5830013	5/16/2019	

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
Additional Targeted Support and Improvement

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.

As a Title I school with a diverse population of a variety of subgroups identified by the state, we recognize that achievement for all students is going to take a varied and differentiated approach. Our SPSA reflects supplement funding for resources such as personnel to work with our special populations, classroom materials and supplies, extra time for instruction and collaboration as well as additional programs and instruction for reading, math and credit recapture.

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 process for review of data, research of programs and expenditures was a collection of on going faculty meetings, collaboration time and guiding coalition meetings through out the school year.

Additional discussions and dialog took place during ELAC meetings and ultimately discussions and action from our school site counsel.

Resource Inequities

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

In doing our needs assessment and review it became clear we had areas of need. As with so many things there is not enough time in the day to truly collaborate or intervene with students who are struggle. For that reason we have set aside monies to compensate teachers for instruction and planning outside the contractual hours. Also, professional development was an area of great need as identified by our administrative team, teachers and district team. We have developed a comprehensive plan to send teachers to a variety of professional development and then implement what they have learned in their respective classrooms and departments. To reach our struggling students reading below grade level and those students are below grade level in math. Additionally, to reach a greater number of students additional supplemental classroom materials and technology has been determined needed to have a more varied approach to instructional strategies.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	1.6%	1.82%		17	20
African American	%	3.8%	4.55%		41	50
Asian	%	16.1%	16.83%		176	185
Filipino	%	0.9%	0.73%		10	8
Hispanic/Latino	%	53.7%	52.96%		587	582
Pacific Islander	%	0.5%	0.09%		5	1
White	%	21.6%	20.47%		236	225
Multiple/No Response	%	0.4%	0.55%		4	6
	Total Enrollment				1,094	1099

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9		303	282
Grade 10		298	320
Grade 11		263	267
Grade 12		230	230
Total Enrollment		1,094	1,099

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		279	297		25.5%	27.0%
Fluent English Proficient (FEP)		348	337		31.8%	30.7%
Reclassified Fluent English Proficient (RFEP)		26	1		9.6%	0.4%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	238	234	232	232	230	227	232	229	227	97.5	98.3	97.8
All Grades	238	234	232	232	230	227	232	229	227	97.5	98.3	97.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2550.	2562.	2546.	8	12.23	9.69	31	32.31	30.40	35	27.51	29.52	26	27.95	30.40
All Grades	N/A	N/A	N/A	8	12.23	9.69	31	32.31	30.40	35	27.51	29.52	26	27.95	30.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	14	24.45	20.26	57	44.54	54.19	29	31.00	25.55
All Grades	14	24.45	20.26	57	44.54	54.19	29	31.00	25.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	16.59	11.01	56	49.78	44.05	32	33.62	44.93
All Grades	13	16.59	11.01	56	49.78	44.05	32	33.62	44.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	14.41	12.33	67	62.88	66.52	20	22.71	21.15
All Grades	13	14.41	12.33	67	62.88	66.52	20	22.71	21.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	21.40	18.50	66	53.28	51.98	19	25.33	29.52
All Grades	16	21.40	18.50	66	53.28	51.98	19	25.33	29.52

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	238	233	232	231	229	230	231	228	230	97.1	98.3	99.1
All Grades	238	233	232	231	229	230	231	228	230	97.1	98.3	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2525.	2517.	2516.	2	1.32	3.91	15	16.67	9.57	27	21.49	23.91	56	60.53	62.61
All Grades	N/A	N/A	N/A	2	1.32	3.91	15	16.67	9.57	27	21.49	23.91	56	60.53	62.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	7.46	7.83	29	23.68	21.30	66	68.86	70.87
All Grades	5	7.46	7.83	29	23.68	21.30	66	68.86	70.87

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	2.63	6.09	45	45.61	39.57	49	51.75	54.35
All Grades	6	2.63	6.09	45	45.61	39.57	49	51.75	54.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	2.63	6.09	51	57.89	48.26	43	39.47	45.65
All Grades	6	2.63	6.09	51	57.89	48.26	43	39.47	45.65

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1508.1	1505.7	1509.7	73
Grade 10	1523.7	1530.9	1516.0	90
Grade 11	1531.8	1545.3	1517.8	53
Grade 12	1527.0	1532.8	1520.6	34
All Grades				250

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	22	30.14	22	30.14	20	27.40	73
Grade 10	22	24.44	27	30.00	15	16.67	26	28.89	90
Grade 11	18	33.96	14	26.42	11	20.75	*	*	53
Grade 12	*	*	13	38.24	*	*	*	*	34
All Grades	55	22.00	76	30.40	53	21.20	66	26.40	250

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	22	30.14	23	31.51	14	19.18	14	19.18	73
Grade 10	38	42.22	19	21.11	13	14.44	20	22.22	90
Grade 11	27	50.94	13	24.53	*	*	*	*	53
Grade 12	13	38.24	11	32.35	*	*	*	*	34
All Grades	100	40.00	66	26.40	41	16.40	43	17.20	250

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	21	28.77	16	21.92	35	47.95	73
Grade 10	14	15.56	20	22.22	20	22.22	36	40.00	90
Grade 11	*	*	16	30.19	20	37.74	15	28.30	53
Grade 12	*	*	*	*	*	*	14	41.18	34
All Grades	21	8.40	66	26.40	63	25.20	100	40.00	250

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	25	34.25	28	38.36	20	27.40	73
Grade 10	37	41.11	29	32.22	24	26.67	90
Grade 11	22	41.51	23	43.40	*	*	53
Grade 12	*	*	17	50.00	*	*	34
All Grades	94	37.60	97	38.80	59	23.60	250

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	36	49.32	31	42.47	*	*	73
Grade 10	48	53.33	32	35.56	*	*	90
Grade 11	37	69.81	13	24.53	*	*	53
Grade 12	23	67.65	*	*	*	*	34
All Grades	144	57.60	84	33.60	22	8.80	250

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	25	34.25	40	54.79	73
Grade 10	16	17.78	27	30.00	47	52.22	90
Grade 11	*	*	24	45.28	26	49.06	53
Grade 12	*	*	12	35.29	17	50.00	34
All Grades	32	12.80	88	35.20	130	52.00	250

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	48	65.75	22	30.14	73
Grade 10	18	20.00	50	55.56	22	24.44	90
Grade 11	*	*	38	71.70	*	*	53
Grade 12	*	*	20	58.82	*	*	34
All Grades	37	14.80	156	62.40	57	22.80	250

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,099	**89.1%**	**27.0%**	**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.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	297	27.0%
Foster Youth	5	0.5%
Homeless	20	1.8%
Socioeconomically Disadvantaged	979	89.1%
Students with Disabilities	190	17.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	50	4.5%
American Indian	20	1.8%
Asian	185	16.8%
Filipino	8	0.7%
Hispanic	582	53.0%
Two or More Races	22	2.0%
Pacific Islander	1	0.1%
White	225	20.5%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Orange	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress No Performance Color		
College/Career Yellow		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	0	0

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

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

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
35.9 points below standard	97 points below standard	0 Students
Declined -15.9 points	Declined -6.1 points	
217 students	77 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	44.3 points below standard	130.6 points below standard
2 students	Declined -18.1 points	Increased 32 points
	189 students	40 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	26.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
7 students	2 students	Declined -7.8 points	4 students
		44 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Yellow
47.5 points below standard	0 Students	0 Students	21.7 points below standard
Declined -35 points			Increased 6.1 points
121 students			37 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
122.7 points below standard	49.4 points below standard	27.3 points below standard
Declined -22.9 points	27 students	Maintained -2.9 points
50 students		76 students

Conclusions based on this data:

1.

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.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
109 points below standard	164.3 points below standard	0 Students
Maintained 1.1 points	Increased 14 points	
218 students	77 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	117.2 points below standard	210.8 points below standard
2 students	Declined -7.4 points	Increased
	190 students	40 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	88.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
7 students	2 students	Maintained 1.4 points	4 students
		44 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Yellow
119 points below standard	0 Students	0 Students	111.5 points below standard
Declined -7.2 points			Increased
122 students			15.5 points 37 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
194.5 points below standard	108.5 points below standard	100.8 points below standard
Declined -6.8 points	27 students	Increased 14 points
50 students		77 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
250	22%	30.4%	21.2%	26.4%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
1	2	0	3	0

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
34.8% prepared	10.4% prepared	Less than 11 Students - Data Not Displayed for Privacy
Increased 7.6%	Maintained 1.5%	3 students
224 students	48 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
9.1% prepared	35.3% prepared	0% prepared
11 students	Increased 8.8%	Maintained 0%
	204 students	36 students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
0% prepared	Less than 11 Students - Data Not Displayed for Privacy	42.5% prepared	Less than 11 Students - Data Not Displayed for Privacy
12 students	3 students	Increased 11.5%	2 students
		40 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
42.3% prepared	Less than 11 Students - Data Not Displayed for Privacy	0 Students	16.7% prepared
Increased 15.4%	6 students		Declined -6.1%
111 students			48 students

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
28.7% **Prepared**	27.2 **Prepared**	34.8 **Prepared**
35.2% **Approaching Prepared**	33.5 **Approaching Prepared**	19.2 **Approaching Prepared**
36.1% **Not Prepared**	39.3 **Not Prepared**	46 **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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	1

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
86.6% graduated	83.3% graduated	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.6%	Declined -6%	3 students
224 students	48 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
81.8% graduated	85.8% graduated	44.4% graduated
11 students	Declined -3.7%	Declined -21.3%
	204 students	36 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
66.7% graduated	Less than 11 Students - Data Not Displayed for Privacy	95% graduated	Less than 11 Students - Data Not Displayed for Privacy
12 students	3 students	Increased +9.3%	2 students
		40 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
91.9% graduated	Less than 11 Students - Data Not Displayed for Privacy	0 Students	75% graduated
Declined -4.6%	6 students		Declined -4.5%
111 students			48 students

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

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
90.2% graduated	86.6% graduated

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
4	0	2	0	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
10% suspended at least once	7.3% suspended at least once	23.1% suspended at least once
Increased 1.7%	Declined -0.6%	Increased 14%
1249 students	328 students	13 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Yellow
18.8% suspended at least once	10.6% suspended at least once	19.5% suspended at least once
Declined -8.5%	Increased 1.5%	Declined -2.9%
32 students	1100 students	220 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	Blue	No Performance Color
21.9% suspended at least once	18.2% suspended at least once	0% suspended at least once	Less than 11 Students - Data
Maintained 0.1%	Increased 10.2%	Declined -2.8%	9 students
64 students	22 students	196 students	

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	Red
10.3% suspended at least once	15.2% suspended at least once	Less than 11 Students - Data	12.8% suspended at least once
Increased 3%	Increased 1.5%	3 students	Increased 1.8%
640 students	33 students		282 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
10.7% suspended at least once	8.3% suspended at least once	10% suspended at least once

Conclusions based on this data:

1.

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: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted populations.

WASC Goal

The California Standards for the Teaching Profession should be actively implemented as a tool to modernize classroom instruction to meet the Common Core and 21st century learning needs.

Goal 1

Improve the academic performance of all Lindhurst High School students in all areas of study. Emphasis will be placed on students identified as underperforming by not reaching proficient or advanced on the CAASPP, GPA between 1.5 - 2.5, and/or AP students who score under the state average of AP exams.

Identified Need

As confirmed and identified by WASC Visiting Committee Report

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Scores		Increase of 10 points
CAASPP Math Scores		Increase of 10 points
AP scores		Increase average pass rate of 37 percent per course offered
"Rising Stars"		increase by 5 percent
reduce number of credit deficient students per grade level		reduce by 5 percent per grade level
Redesignated report		Increase the number of students redesignated based on the ELPAC by 5 percent
Graduation rate		Increase graduation rate by 2 percent to 92 percent

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)

All students will be served by this strategy

Strategy/Activity

Provide on site IT specialist to support teachers in their technological needs as they are continuing to deversify instructional strategies surround new technologies and software.

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)
58,000	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served by this activity

Strategy/Activity

In order to more effectively implement additional instructional strategies, Lindhurst High School will purchase 2 additional Chromebook carts with 36 Chromebooks each. These will be located in three additional classrooms this year. By having this technology in each classroom this provide the instructor with more opportunities to vary instruction and students the ability to better research or demonstrate specific skills being taught by the instructor.

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)
25,000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will be served by this activity

Strategy/Activity

Supplement classroom supplies already provided through the unrestricted general fund. These supplies will provide additional opportunities for varied instruction, reteaching or enrichment.

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)
45,000	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 will be served by this activity

Strategy/Activity

Purchase supplemental technology for classrooms such as document readers, TV's for AV presentations, student computers and printers

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)
18,000	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Lindhurst High School will fund two bilingual para educators to work with students in core 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)	Source(s)
90,000	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

primarily students in academic risk

Strategy/Activity

We will fund a student support specialist to work with students at risk of academic failure

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)
43,000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

all students will be served by this activity

Strategy/Activity

Purchase additional materials and supplies for classrooms

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)
43,000	Targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

all students will be served by this activity

Strategy/Activity

maintain copy machine leases and service contracts

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)
20,000	Targeted

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

students reading below grade level

Strategy/Activity

Lindhurst will purchase ILIT to be used with students reading at the elemenary or middle school levels.

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)
5000	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Credit deficient students

Strategy/Activity

Lindhurst will fund PLATO program for credit recapture

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)
10,000	Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Lindhurst will compensate teachers for instruction and planning outside of their contract hours for colaboration and or intervention instruction with 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)
30000	Title I

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

Fund teachers of all departments to work beyond contract hours for collaboration

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)
30000	Targeted

Strategy/Activity 13

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

students below grade level in math

Strategy/Activity

LHS will use ACEND math 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)	Source(s)
5000	Title I

Strategy/Activity 14

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

students needing intervention and credit recapture

Strategy/Activity

LHS will fund teachers before or after school to run PLATO program for 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)
15000	Title I

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

WASC Goal

The Principal, faculty, staff, parents, and students should develop a comprehensive, detailed and realistic strategic planning process to effectively identify and address the many challenges facing Lindhurst High, including low achievement, poor community and self-image, and outdated instructional practices.

Goal 2

Increase positive student engagement at Lindhurst High School

Identified Need

As confirmed and identified by WASC Visiting Committee Report

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
positive press in our local news		4 articles over the course of the year showcasing positive activities at Lindhurst High School
Binders or google drives for departmental PLC's		Each department will have a drive or file containing identified standards, student learning expectations, assessments and data correlating to those common assessments.
suspension rates		decrease in suspension rates by 5 percent
attendance rates		Increase attendance rate to 97 percent

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)

All students will be served by this activity

Strategy/Activity

Provide Professional Learning opportunities for all faculty. This professional development will center around training, implementation, collaboration and best practices of professional learning communities (PLC). These professional learning and professional development opportunities will include PLC institutes, summits , trainings as well as extra time beyond the contract for teachers to collaborate

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)
89603	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served by this activity

Strategy/Activity

Lindhurst will bring in motivational speakers and presentations for student assemblies

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)
8,000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will be served by this activity

Strategy/Activity

Fund a PASS (probation) officer to work with at risk youth and help promote a positive school culture and climate and a positive bridge between our youth and law enforcement

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)

95,000	Targeted

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

Supplement funding for an administrator who works directly with our students population.

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)
25,000	Targeted

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

WASC Goal

The school and District should develop collaborative structures and allocate sufficient resources to address the shift to the Common Core; develop rich, rigorous and relevant instructional strategies; align curriculum and assessments; and develop academies and pathways.

Goal 3

Lindhurst will maintain and grow its college and career pathways

Identified Need

As confirmed and identified by WASC Visiting Committee Report

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
college and career ready metric		85 percent of seniors will meet the measure of college or career ready
state dashboard		all subgroups will show an increase in college and career ready of at least 10 points

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)

all students in culinary pathway

Strategy/Activity

Purchase materials and supplies for classroom and co-classroom activities

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)
12,000	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students in Ornamental Horticulture pathway

Strategy/Activity

Purchase materials and supplies for classroom and co-classroom activities

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)
5,856	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

students taking STEM classes

Strategy/Activity

Lindhurst will supplement materials and supplies for our STEM classes and activities in our Science Department

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)
10,000	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

students in Agriculture Manufacturing Pathway

Strategy/Activity

Purchase materials and supplies for classroom and co-curricular activities

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)
5,000	

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

Increase parent, family, and community involvement in the education of all students.

WASC Goal

The Principal, faculty, staff, parents, and students should develop a comprehensive, detailed and realistic strategic planning process to effectively identify and address the many challenges facing Lindhurst High, including low achievement, poor community and self-image, and outdated instructional practices.

Goal 4

Lindhurst will increase positive parent participation and press within our school and community

Identified Need

As confirmed and identified by WASC Visiting Committee Report

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
greater parent attendance		parental attendance at school sponsored events will increase by 15 percent
Boosters		establishment and continued involvement of a school boosters club

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)

all students

Strategy/Activity

adds in the local paper announcing positive student academic performances as well as events

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)
2591	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

postage and mailings to parents communicating events at Lindhurst

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)
2200	Title I Parent Involvement

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	$692,250.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	383,603	0.00
Title I Carryover		
Title I Parent Involvement	4,791	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	288,856	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	437,000.00
Goal 2	217,603.00
Goal 3	32,856.00
Goal 4	4,791.00
Goal 5	
Goal 6	

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:

School Principal

Classroom Teachers

Name of Members	Role

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:

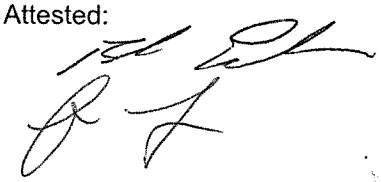
Signature	Committee or Advisory Group Name
	District/School Liaison Team for Schools in Program Improvement

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 5/16/2019.

Attested:



Principal, Bob Eckardt on 5/16/19

SSC Chairperson, Pedro Lopez on 5/16/19

School Year: **2019-20**

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
Marysville High School	58-72736-5835202	May 24, 2019	

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
Additional Targeted Support and Improvement

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.

Marysville High School will analyze and report out to stakeholders current data relating to our most at risk student population and dedicate funds allocated to the intervention, support, academic, social/emotional, college and career planning for these students in compliance with title I, local control and accountability, and WASC Accreditation guidelines to maximize student outcomes for learning and achievement so that they are college and career ready.

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 leadership team and faculty review data related to student academic performance monthly and plan interventions and supports for educationally disadvantaged youth. The leadership team updates annually academic student perfomance data and update the WASC Action plan from

this data. The leadership team as well as the site council and ELAC committees review the WASC Action Plan, LCAP Plan and site plan regularly to monitor resources allocated to improve student academic performance and outcomes for all students, but specifically EDY students.

Resource Inequities

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

College/Career readiness, parent involvement, and academic progress of EL learners, EDY students, and SPED students will be the focus for school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	4.9%	5.63%		45	52
African American	%	4.0%	4.44%		37	41
Asian	%	7.5%	6.71%		69	62
Filipino	%	0.8%	0.65%		7	6
Hispanic/Latino	%	29.7%	30.19%		272	279
Pacific Islander	%	0.8%	0.76%		7	7
White	%	50.2%	47.84%		460	442
Multiple/No Response	%	0.8%	0.87%		7	8
	Total Enrollment				916	924

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9		269	280
Grade 10		225	276
Grade 11		215	198
Grade 12		207	170
Total Enrollment		916	924

Conclusions based on this data:

1. MHS is experiencing a slight increase 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		83	90		9.1%	9.7%
Fluent English Proficient (FEP)		135	121		14.7%	13.1%
Reclassified Fluent English Proficient (RFEP)		4	4		5.9%	4.8%

Conclusions based on this data:

1. MHS is experiencing a slight increase in students who are English Language Learners and will require more intensive support to move toward RFEP status.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	216	183	189	210	181	184	210	179	183	97.2	98.9	97.4
All Grades	216	183	189	210	181	184	210	179	183	97.2	98.9	97.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2593.	2569.	2562.	18	15.08	15.85	40	30.17	26.23	28	28.49	32.24	14	26.26	25.68
All Grades	N/A	N/A	N/A	18	15.08	15.85	40	30.17	26.23	28	28.49	32.24	14	26.26	25.68

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	27	25.14	26.78	56	43.58	44.26	18	31.28	28.96
All Grades	27	25.14	26.78	56	43.58	44.26	18	31.28	28.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	24	18.99	18.03	56	48.04	48.09	20	32.96	33.88
All Grades	24	18.99	18.03	56	48.04	48.09	20	32.96	33.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	17	20.11	21.31	69	62.57	62.84	14	17.32	15.85
All Grades	17	20.11	21.31	69	62.57	62.84	14	17.32	15.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	31	22.91	19.13	57	53.07	50.82	12	24.02	30.05
All Grades	31	22.91	19.13	57	53.07	50.82	12	24.02	30.05

Conclusions based on this data:

1. Students need increased opportunities to interact with the interim assessments to assess their knowledge at various points during the year and provide opportunities to understand the features of the technology and testing interface.
2. Specific and strategic work needs to be done to identify and assess essential learning standards for student achievement.
3. There is a continued need for specific and strategic professional development related to best practices in instruction for student achievement and learning for ALL students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	216	182	188	214	181	185	214	181	184	99.1	99.5	98.4
All Grades	216	182	188	214	181	185	214	181	184	99.1	99.5	98.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2565.	2515.	2523.	7	4.42	2.72	25	12.15	13.04	27	21.55	28.80	42	61.88	55.43
All Grades	N/A	N/A	N/A	7	4.42	2.72	25	12.15	13.04	27	21.55	28.80	42	61.88	55.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	15	9.39	5.98	36	19.89	28.80	49	70.72	65.22
All Grades	15	9.39	5.98	36	19.89	28.80	49	70.72	65.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	14	6.63	7.61	55	36.46	39.67	31	56.91	52.72
All Grades	14	6.63	7.61	55	36.46	39.67	31	56.91	52.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	5.52	7.61	61	54.70	54.35	31	39.78	38.04
All Grades	7	5.52	7.61	61	54.70	54.35	31	39.78	38.04

Conclusions based on this data:

1. Students need increased opportunities to interact with the interim assessments to assess their knowledge at various points during the year and provide opportunities to understand the features of the technology and testing interface.
2. Specific and strategic work needs to be done to identify and assess essential learning standards for student achievement.

3. There is a continued need for specific and strategic professional development related to best practices in instruction for student achievement and learning for ALL students.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1551.2	1546.4	1555.6	35
Grade 10	1553.5	1540.7	1565.8	26
Grade 11	1562.8	1550.5	1574.7	15
Grade 12	1557.2	1537.8	1576.2	13
All Grades				89

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	12	34.29	*	*	13	37.14	*	*	35
Grade 10	*	*	*	*	*	*	*	*	26
Grade 11	*	*	*	*			*	*	15
Grade 12	*	*	*	*	*	*	*	*	13
All Grades	26	29.21	31	34.83	22	24.72	*	*	89

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	18	51.43	*	*	*	*	*	*	35
Grade 10	*	*	*	*	*	*	*	*	26
Grade 11	*	*	*	*	*	*	*	*	15
Grade 12	*	*	*	*			*	*	13
All Grades	42	47.19	25	28.09	15	16.85	*	*	89

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	12	34.29	*	*	11	31.43	35
Grade 10	*	*	*	*	*	*	*	*	26
Grade 11	*	*	*	*	*	*	*	*	15
Grade 12			*	*	*	*			13
All Grades	*	*	34	38.20	27	30.34	19	21.35	89

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	18	51.43	15	42.86	*	*	35
Grade 10	*	*	12	46.15	*	*	26
Grade 11	*	*	*	*	*	*	15
Grade 12	*	*	*	*	*	*	13
All Grades	38	42.70	41	46.07	*	*	89

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	18	51.43	15	42.86	*	*	35
Grade 10	11	42.31	13	50.00	*	*	26
Grade 11	12	80.00	*	*			15
Grade 12	*	*	*	*	*	*	13
All Grades	48	53.93	36	40.45	*	*	89

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	16	45.71	14	40.00	35
Grade 10	*	*	12	46.15	*	*	26
Grade 11	*	*	*	*	*	*	15
Grade 12			*	*	*	*	13
All Grades	14	15.73	48	53.93	27	30.34	89

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	23	65.71	*	*	35
Grade 10	*	*	18	69.23	*	*	26
Grade 11	*	*	*	*			15
Grade 12	*	*	*	*			13
All Grades	21	23.60	59	66.29	*	*	89

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
924	**67.4%**	**9.7%**	**1.0%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	90	9.7%
Foster Youth	9	1.0%
Homeless	12	1.3%
Socioeconomically Disadvantaged	623	67.4%
Students with Disabilities	123	13.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	41	4.4%
American Indian	52	5.6%
Asian	62	6.7%
Filipino	6	0.6%
Hispanic	279	30.2%
Two or More Races	27	2.9%
Pacific Islander	7	0.8%
White	442	47.8%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Yellow	**Suspension Rate** Yellow
Mathematics Yellow		
English Learner Progress No Performance Color		
College/Career Red		

Conclusions based on this data:

1. Planning and utilization of SPSA resources need to continue to be allocated for EDY in the areas of mathematics, ELA, college/career, science and intervention and prevention.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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

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

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
17.3 points below standard	73.9 points below standard	0 Students
Maintained -0.6 points	Declined -3.7 points	
173 students	16 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	25.8 points below standard	146.5 points below standard
1 students	Increased 3.4 points	Declined -58.6 points
	112 students	28 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	No Performance Color 14 points below standard 16 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 18.9 points below standard Maintained 2.1 points 56 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color 0 Students	Yellow 7 points below standard Increased 12.2 points 77 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.4 points below standard Declined -5.1 points 14 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	19.3 points below standard Declined -3 points 132 students

Conclusions based on this data:

1.

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.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
102.6 points below standard	134.6 points below standard	0 Students
Increased 10.6 points	Increased	
173 students	16 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	111.1 points below standard	229.7 points below standard
1 students	Increased	Declined -22.6 points
	111 students	28 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	No Performance Color 113.6 points below standard 16 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 113.8 points below standard Increased 32.1 points 56 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color 0 Students	Yellow 86.6 points below standard Increased 19 points 77 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
151.7 points below standard Increased 53.3 points 14 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	105.9 points below standard Maintained -1 points 132 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
89	29.2%	34.8%	24.7%	11.2%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
3	0	0	0	0

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
28.7% prepared	7.7% prepared	Less than 11 Students - Data Not Displayed for Privacy
Declined -16%	Increased 2.4%	6 students
181 students	13 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	21.5% prepared	0% prepared
5 students	Declined -12.3%	Declined -4.5%
	130 students	20 students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	38.9% prepared	Less than 11 Students - Data Not Displayed for Privacy
6 students	4 students	Increased 5.6%	3 students
		18 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Red
19.6% prepared	Less than 11 Students - Data Not Displayed for Privacy	0 Students	30.1% prepared
Declined -17.9%	6 students		Declined -22.3%
51 students			93 students

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
43.5% **Prepared**	44.7 **Prepared**	28.7 **Prepared**
41.1% **Approaching Prepared**	28.6 **Approaching Prepared**	32 **Approaching Prepared**
15.5% **Not Prepared**	26.6 **Not Prepared**	39.2 **Not Prepared**

Conclusions based on this data:

1. Staff development, materials/ supplies, and techology resources would benefit EDY toward preparation to be career and college ready.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow 94.5% graduated Declined -2.5% 181 students	No Performance Color 100% graduated Increased +5.3% 13 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Yellow 93.1% graduated Declined -3.8% 130 students	No Performance Color 75% graduated Declined -11.4% 20 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color 94.4% graduated Declined -5.6% 18 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 92.2% graduated Declined -4.3% 51 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color 0 Students	Yellow 94.6% graduated Declined -1.5% 93 students

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

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
97% graduated	94.5% graduated

Conclusions based on this data:

1. Our social economically disadvantaged youth and Hispanic students have a slightly lower graduation rate than ALL students. Resources and planning targeting these student populations to increase graduation rates will benefit EDY students.

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	0	3	2	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
8.2% suspended at least once	3.7% suspended at least once	25% suspended at least once
Declined -1.6%	Declined -6.6%	Maintained 0%
1027 students	108 students	20 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
13.6% suspended at least once	8.2% suspended at least once	14.4% suspended at least once
22 students	Declined -2.1%	Declined -5.2%
	710 students	153 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Red	Blue	No Performance Color
18.4% suspended at least once	10.3% suspended at least once	0% suspended at least once	Less than 11 Students - Data
Increased 2.5%	Maintained -0.1%	Declined -1.4%	6 students
49 students	58 students	71 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Yellow
5.7% suspended at least once	18.9% suspended at least once	Less than 11 Students - Data	8.5% suspended at least once
Declined -3.4%	Increased 10.6%	7 students	Declined -2.3%
314 students	37 students		485 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
7.4% suspended at least once	9.7% suspended at least once	8.2% suspended at least once

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

WASC Goal

Develop a long range comprehensive professional development plan that includes systemic collaboration to increase student voice and/or student centered instruction to aide in the transition to common core state standards and increase academic rigor. (COLLABORATION)

Goal 1

Improve first instruction, rigor and engagement across all disciplines to improve the academic performance of all Marysville High School students in all areas of student to prepare them to be career and college ready.

Identified Need

As identified by WASC Action Plan. Increase rigor and instruction for all students as monitored by summative (state) and formative assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP English/Language Arts		Increase of 10 points
CASSPP Mathematics		Increase 10 points
Reclassification of EL students using the ELPAC assessment	4 reclassification for the 18-20 school year	Reclassify 5 students
Graduation rate		Increase graduation rate by 2%, from %94 to %96
College/Career readiness		Increase percentage of students qualified as career/college ready by 10%
Advanced Placement		Increase site-level AP exam pass rate from 54% to %58.
EAP		Increase EAP exam passage rates from 12% to 14% in ELA and from %57 to %58 in math.
special education		Increase student performance on CASSPP ELA, math and CAST performance by 3%

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)

All students, all grade levels, specifically EDY, SPED and EL students

Strategy/Activity

Strategic and direct academic and language support to EL students and all EDY in the classroom and after school provided secondary support specialist, and by providing organized Tutoring After School (TAS) to assist all students toward reclassification and overall academic success.

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)
10,000.	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Marysville High School will provide a secondary support specialist to assist EL learners within the classroom, in small group, and after school during specialized tutoring opportunities

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)
40,000.	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental classroom supplies and instructional materials for student intervention strategies in Literacy, Strategic English, Strategic Math, science and social science classes to raise minimum academic achievement of special education, EL, and educationally disadvantaged 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)
15,000.	Title I
25,000.	Targeted

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
Provide supplementary technological tools and applications and subscriptions to enhance common core instruction in all academic areas and expand students knowledge and access to current technological application in education, arts and industry.

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)
30,000.	Targeted

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
Communication and Lesson Delivery:
Reproducing instructional materials for content mastery and school to home communication. Photo copying, scanning, emailing, faxing materials to increase communication for all targeted stakeholders. Materials will be centered on academics, college & career pathways, parental involvement and workshops. Maintenance service agreements for scanner/copier to print supplemental instructional material, assessments, etc. for all content areas.

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)
7,000.	Targeted

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

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

WASC Goal

Develop and utilize systemic assessment programs and processes in order to leverage student performance data to direct decision making and inform instruction as a means of increasing rigor (DECISION MAKING)

Goal 2

Sustain and enhance positive school culture, safety and engagement at Marysville High School.

Identified Need

Increase positive school culture across Marysville High School for staff and students. Reduce chronic absenteeism with at risk students, increase positive attendance percentages, reduce D's & F's among at risk youth, and decrease suspension rates for at risk populations by 2%. See WASC Action Plan

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates		Decrease suspension rates by 3% (from %8.2 to %5.2)
Attendance Rates		Increase overall student attendance to 97% and reduce chronic absenteeism by 2%

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)

All students and specifically at risk sub groups

Strategy/Activity

Fund PASS Officer to work with at risk youth to increase attendance and school performance, promote a positive school culture and maintain a positive connection between students and law enforcement agencies.

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)
95,000.00	Targeted

Strategy/Activity 2

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

Strategy/Activity
Supplement funding for 25% of administrator to work directly with 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)
25,000.00	Targeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students and specifically at risk students related to academic, attendance, behavior and social emotional issues.

Strategy/Activity
Fund an At Risk Consultant/counselor

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)
40,000.00	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
PBIS capacity building expenses

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)
15,989.	Title I

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

Increase parent, family and community involvement in the education of all students.

WASC Goal

Develop a strategic and comprehensive outcomes for sped and EL students.

Goal 3

Increase the number of students that are identified as college and career ready as measured by the dashboard.

Identified Need

Provide technology or application programs that directly connect families school information, to college and career opportunities, college readiness skills, college applications, financial aid information .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the percentage of students that are considered college/career ready	28.7% career/college ready 2018	Increase by 5%

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)

All students

Strategy/Activity

Postage, paper, labeling, and printing costs for supplemental parent communications, including, and parent newsletters to involve community stakeholders in improving the academic outcomes for 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)
500.	Title I Parent Involvement

Strategy/Activity 2

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

All students

Strategy/Activity

Purchase of applications or technology that enhance communication with families related to student progress, and career/college information and outcomes.

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)
1,072.	Title I Parent Involvement

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

WASC Goal

Develop a long range comprehensive professional development plan that includes systemic collaboration to increase student centered instruction to increase rigor across the curriculum.

Goal 4

Professional Development: %80 of staff will participate in professional development and study best practices around school culture, positive behavior interventions/supports, professional learning community work.

Identified Need

Site administration, site leadership team, and district leadership employ a long-range, comprehensive and cohesive staff development plan focused on strengthening the rigor, curriculum, instruction and the academic performance of all student to improve academic, career/college readiness outcomes for ALL students via a high performing professional learning school community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff participation in PLC professional development		Increase staff participation in PLC trainings by %2.
Professional development: PBIS		Increase/maintain professional development opportunities for staff in Tier 1 and Tier 2 PBIS
Professional development to improve student academic performance		Increase staff participation for subject specific PD by %2.
Professional development to improve outcomes for at risk/EDY students		Increase staff participation in PD to learn instructional strategies to support EL, SPED, and EDY youth

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)

ALL Students

Strategy/Activity

Professional development : Professional development, substitutes and collaboration around best practices in education in the areas of Literacy, strategic math, strategic ELA, and common core content area SDAIE teachers (math, ELA, AVID, EL, Rtl, social science, and science teachers), up to 10 times a year, for the purposes of
aligning curriculum to the common core standards, pacing, processing student assessments, integrating learning skills (content literacy, organizational, study skills), and enhancing intervention strategies so all EDY students will attain a gain in the number of students achieving proficiency on the ELA/math CAASPP and new CAST.

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)
70,000.	Title I
15,000.	Targeted

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

Increase parent, student, family and community involvement in the education of all students.

WASC Goal

Strategic planning and implementation of a comprehensive plan to increase college/career readiness skills and outcomes for students.

Goal 5

Increase the number of Marysville High School students identified as career/college ready as measured by Dashboard.

Identified Need

Increase number of students awareness of post high school readiness skills, career/college/military/trade school opportunities. accessing and completing AP courses, college prep courses (A-G)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Marysville High School's outcomes of students applying for and attending post secondary colleges and trade schools or military.		
Provide "credit repair" opportunities for educationally disadvantaged students to make up credits by taking independent study or online course.		

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)

ALL Students, EDY students

Strategy/Activity

Provide a college/career center technician to increase opportunities for college and career readiness. This service will provide structured activities and supports to gain information and access to post high school options in a center based model. Students can research and apply for colleges, military and trade schools.

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)
40,000.	Title I

Strategy/Activity 2

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

Strategy/Activity
Provide materials, supplies and support to EDY students in the areas of college and career exploration, readiness to increase students skills and awareness of college and career options.

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)
5,000.	Title I

Strategy/Activity 3

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

Strategy/Activity
Provide online software and two teachers to teach credit repair classes serving at least 50 students after school and during the summer.

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)
10,000.	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

Provide technology or application programs that directly connect families school information, to college and career opportunities, college readiness skills, college applications, financial aid information .

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.	Title I Parent Involvement

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

Provide opportunities for students to access academic extension activities to improve speaking, listening, reading and writing skills which will increase academic preparation in core subjects, provide access to career technical pathways and increase college/career readiness.

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)
4,173.	Targeted

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	$450,234.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	245,989	0.00
Title I Carryover		
Title I Parent Involvement	3,072	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	201,173	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	127,000.00
Goal 2	175,989.00
Goal 3	1,572.00
Goal 4	85,000.00
Goal 5	60,673.00
Goal 6	

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

2 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Shevaun Mathews	Principal
Dean Allen	Classroom Teacher
Yvonne Thornton	Other School Staff
Will Claggett	Classroom Teacher
Star Saunders	Classroom Teacher
Amy Eggleston	Other School Staff
Kelly Williamson	Parent or Community Member
Debbie Mallen	Parent or Community Member
Carmie Ellyson	Parent or Community Member
Heather Terpelle	Parent or Community Member
9th grade	Secondary Student
10th grade	Secondary Student
11 grade	Secondary Student
12th grade	Secondary Student
Pam Kenney	Other School Staff
Christine Kenney(ALT)	Other School Staff

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on May 24, 2019.

Attested:

Shevaun Mathews — Principal, Shevaun Mathews on May 23, 2019

Kelly Williamson — SSC Chairperson, Kelly Williamson on May 23, 2019

School Year: **2019-20**

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
Marysville Charter Academy for the Arts	58-72736-5830138	5/9/19	

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	1.8%	1.32%		7	5
African American	%	2.1%	2.11%		8	8
Asian	%	3.9%	4.47%		15	17
Filipino	%	%	0.26%			1
Hispanic/Latino	%	37.0%	36.32%		141	138
Pacific Islander	%	%	0.53%			2
White	%	46.7%	45.26%		178	172
Multiple/No Response	%	0.8%	0.26%		3	1
	Total Enrollment				381	380

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 7		76	74
Grade 8		78	78
Grade 9		64	65
Grade 10		69	57
Grade 11		48	63
Grade 12		46	43
Total Enrollment		381	380

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		13	13		3.4%	3.4%
Fluent English Proficient (FEP)		87	85		22.8%	22.4%
Reclassified Fluent English Proficient (RFEP)		5			35.7%	0

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	73	73	72	73	72	71	73	72	71	100	98.6	98.6
Grade 8	71	76	77	71	76	76	71	76	76	98.6	100	98.7
Grade 11	55	47	60	55	45	60	55	45	60	98.2	95.7	100
All Grades	199	196	209	199	193	207	199	193	207	99	98.5	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2575.	2578.	2574.	14	12.50	19.72	52	59.72	40.85	25	20.83	30.99	10	6.94	8.45
Grade 8	2594.	2616.	2596.	15	26.32	10.53	54	50.00	56.58	27	19.74	28.95	4	3.95	3.95
Grade 11	2658.	2658.	2634.	38	42.22	31.67	44	46.67	43.33	16	8.89	21.67	2	2.22	3.33
All Grades	N/A	N/A	N/A	21	24.87	19.81	50	52.85	47.34	23	17.62	27.54	6	4.66	5.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	27	29.17	35.21	52	54.17	52.11	21	16.67	12.68
Grade 8	44	42.11	30.26	46	50.00	60.53	10	7.89	9.21
Grade 11	53	53.33	45.00	42	42.22	46.67	5	4.44	8.33
All Grades	40	39.90	36.23	47	49.74	53.62	13	10.36	10.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	37	27.78	26.76	45	68.06	61.97	18	4.17	11.27
Grade 8	25	34.21	19.74	59	56.58	68.42	15	9.21	11.84
Grade 11	53	51.11	35.00	42	44.44	50.00	5	4.44	15.00
All Grades	37	35.75	26.57	49	58.03	60.87	14	6.22	12.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	16	16.67	19.72	77	73.61	70.42	7	9.72	9.86
Grade 8	18	26.32	21.05	76	72.37	75.00	6	1.32	3.95
Grade 11	36	31.11	35.00	60	66.67	61.67	4	2.22	3.33
All Grades	23	23.83	24.64	72	71.50	69.57	6	4.66	5.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	34	36.11	28.17	52	55.56	59.15	14	8.33	12.68
Grade 8	37	43.42	38.16	58	52.63	51.32	6	3.95	10.53
Grade 11	64	48.89	41.67	33	51.11	50.00	4	0.00	8.33
All Grades	43	41.97	35.75	49	53.37	53.62	8	4.66	10.63

Conclusions based on this data:

1. ELA scores are down overall and in all grades when comparing 2017 test scores to 2018 test scores. Although we are not happy with this, we believe our PLC training will begin to have a positve effect in our students' achievement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	73	73	72	73	72	71	73	72	71	100	98.6	98.6
Grade 8	71	76	77	71	76	76	71	76	76	100	100	98.7
Grade 11	55	47	60	55	45	60	55	45	60	98.2	95.7	100
All Grades	199	196	209	199	193	207	199	193	207	99.5	98.5	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2550.	2559.	2546.	15	20.83	15.49	32	22.22	33.80	36	40.28	22.54	18	16.67	28.17
Grade 8	2577.	2567.	2554.	23	21.05	13.16	21	23.68	25.00	34	25.00	32.89	23	30.26	28.95
Grade 11	2603.	2580.	2575.	9	4.44	5.00	29	28.89	35.00	44	37.78	18.33	18	28.89	41.67
All Grades	N/A	N/A	N/A	16	17.10	11.59	27	24.35	30.92	37	33.68	25.12	20	24.87	32.37

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	26	26.39	25.35	44	44.44	39.44	30	29.17	35.21
Grade 8	28	25.00	26.32	41	38.16	42.11	31	36.84	31.58
Grade 11	16	6.67	20.00	51	51.11	30.00	33	42.22	50.00
All Grades	24	21.24	24.15	45	43.52	37.68	31	35.23	38.16

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	27	23.61	18.31	48	50.00	49.30	25	26.39	32.39
Grade 8	21	26.32	15.79	63	46.05	56.58	15	27.63	27.63
Grade 11	22	13.33	10.00	60	62.22	48.33	18	24.44	41.67
All Grades	24	22.28	14.98	57	51.30	51.69	20	26.42	33.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	19	16.67	14.08	64	65.28	66.20	16	18.06	19.72
Grade 8	23	17.11	11.84	65	63.16	64.47	13	19.74	23.68
Grade 11	16	2.22	15.00	69	82.22	56.67	15	15.56	28.33
All Grades	20	13.47	13.53	66	68.39	62.80	15	18.13	23.67

Conclusions based on this data:

1. Math scores were up a little in terms of percent met or exceeded in all grades except for 8th grade in 2018 when compared to 2017. The 2019 math scores are not out yet.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 7	*	*	*	*
Grade 8	*	*	*	*
Grade 9	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*	*	*					*
Grade 9	*	*							*
All Grades	*	*	*	*	*	*			*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*					*
Grade 8	*	*	*	*					*
Grade 9	*	*							*
All Grades	*	*	*	*					*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*			*	*			*
Grade 8	*	*	*	*					*
Grade 9	*	*							*
All Grades	*	*	*	*	*	*			*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*			*
Grade 9	*	*					*
All Grades	*	*	*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
Grade 9	*	*					*
All Grades	*	*	*	*			*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*			*	*	*
Grade 8	*	*			*	*	*
Grade 9	*	*					*
All Grades	*	*			*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*			*
Grade 8	*	*					*
Grade 9			*	*			*
All Grades	*	*	*	*			*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
380	**54.2%**	**3.4%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	13	3.4%
Socioeconomically Disadvantaged	206	54.2%
Students with Disabilities	9	2.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	2.1%
American Indian	5	1.3%
Asian	17	4.5%
Filipino	1	0.3%
Hispanic	138	36.3%
Two or More Races	36	9.5%
Pacific Islander	2	0.5%
White	172	45.3%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	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.

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

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
32.9 points above standard	0.7 points above standard	0 Students
Declined -14 points	Increased 19.6 points	
206 students	22 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
0 Students	23.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
	Declined -11.9 points	6 students
	118 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 16.4 points above standard Declined -12.8 points 79 students	 No Performance Color 37 points above standard 21 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 39.1 points above standard Declined -20.7 points 85 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 6 students	18.1 points above standard Increased 27.5 points 16 students	34.5 points above standard Declined -22.6 points 149 students

Conclusions based on this data:

1.

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.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
33.9 points below standard	70.6 points below standard	0 Students
Declined -12.4 points	Increased 4.9 points	
206 students	22 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
0 Students	43.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Declined -11.4 points	6 students
	118 students	

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 58.2 points below standard Declined -18.4 points 79 students	No Performance Color 45.4 points below standard 21 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Yellow 18.6 points below standard Declined -5.5 points 85 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 6 students	52.1 points below standard Declined -10.4 points 16 students	33.6 points below standard Declined -17.3 points 149 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow 58.3% prepared Declined -5.7% 48 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Students	No Performance Color 55.6% prepared Declined -9.8% 27 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 52.9% prepared Declined -34.6% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 52.4% prepared Maintained -1.5% 21 students

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
42.5% **Prepared**	64 **Prepared**	58.3 **Prepared**
30% **Approaching Prepared**	16 **Approaching Prepared**	20.8 **Approaching Prepared**
27.5% **Not Prepared**	20 **Not Prepared**	20.8 **Not Prepared**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	2

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
0.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0%	8 students	0 students
154 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	1.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
1 students	Maintained 0.2%	1 students
	94 students	

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1 students	2 students	9 students	1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
1.6% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent
Increased 1.6%	14 students	2 students	Declined 1.4%
61 students			64 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
93.8% graduated	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased +1.8%	2 students	
48 students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	96.3% graduated	Less than 11 Students - Data Not Displayed for Privacy
	Maintained +0.1%	3 students
	27 students	

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1 students	1 students	2 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
94.1% graduated	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	90.5% graduated
Declined -5.9%	5 students	1 students	Increased +2%
17 students			21 students

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

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
92% graduated	93.8% graduated

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	1	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
1.5% suspended at least once	7.7% suspended at least once	0 Students
Increased 0.8%	Increased 7.7%	
389 students	13 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not	1.4% suspended at least once	0% suspended at least once
1 students	Increased 0.4%	11 students
	213 students	

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	5.6% suspended at least once	Less than 11 Students - Data
8 students	5 students	Increased 5.6%	1 students
		18 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Orange
1.4% suspended at least once	0% suspended at least once	Less than 11 Students - Data	1.7% suspended at least once
Maintained 0%	Maintained 0%	3 students	Increased 1.2%
143 students	37 students		174 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
1% suspended at least once	0.8% suspended at least once	1.5% suspended at least once

Conclusions based on this data:

1.

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

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted population.

WASC Goal

Goal 1: Student achievement in mathematics will improve by 3% annually. Goal 3: Increased focus of resources on students needing extra help - both struggling (low achieving) and students In Honors and AP classes.

Goal 1

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted population.

Identified Need

MCAA's overall student achievement in math is lower than in other subjects. Our Hispanic subgroup's average distance from standard is -58.2. Our EL students average distance from standard is -70.6. Our overall average distance from standard is -33.9. The addition of math support classes at the 8th, 9th, and 10th grade levels would allow teachers to reteach struggling students at a slower pace in small group settings. An additional math teacher would allow three support intervention classes to be added to the master schedule and reduce class size in targeted math classes. In addition, the supplemental FTE would allow one period every other day of a current teacher's position to be redirected to a PLC teacher support capacity. The PLC time would be dedicated to reviewing student data, identifying student needs, sharing with teachers, and helping to develop interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State assessments in math (overall)	42.5% of math students met or exceeded standard, overall distance from standard is -33.9	45.5% of students at met or exceed standard in math, closer to standard
All math classes will be Williams compliant by having a CCSS math book for all students.	100% compliant	Maintain 100% compliance
State assessments in math (Hispanic students)	Hispanic subgroup distance from standard in math is -58.2 in 2018	Closer to standard
A-G Requirements	68% of seniors met the A-G requirements in 2017-18, the latest available statistics (a big jump	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Graduation Rate of 93.8% according to the CDE dashboard	Maintain
AP Exam Passage Rate in Calculus	No students passed the AP Calculus exam in 2018.	AP passage rate of 20% or higher
EAP passage rate in math	40% passage rate in Math	Increase the math passage rate to 43%
Attendance rate	97.8% attendance rate in 2017-18	Maintain
State assessments in math (EL students)	EL students average distance from standard is -70.6 in 2018.	Closer to standard
Common Formative Chapter Assessments in all math subjects.	2018/19 school year scores	Improve overall, EL, and Hispanic subgroups by 3% over 2018/19 scores.

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)

All math students

Strategy/Activity

Hire an additional math teacher in order to reduce class size in some math classes and to add 3 support classes to the master schedule. This will also allow us to have one math teacher work as our site PLC coordinator, help with student academic data, share it with teachers, and provide support to other math teachers. He will oversee math interventions for struggling students. He will have one period every other day to determine intervention strategies and identify student needs.

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)
88,494	Title I

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

Increase parent, family, and community involvement in the education of all students.

WASC Goal

N/A

Goal 2

Increase parent and stakeholder engagement in the education of their students.

Identified Need

More parents need to become academic partners and more involved in their childrens' academic success and school life.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents fingerprinted	9 in 2018/19	Increase by at least 3 fingerprinted parents
Printing and mailing of parent newsletter	8 times per year	Maintain

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)

All students will be served

Strategy/Activity

Increase parent participation and involvemnent in the school by offering free fingerprinting for the first 10 parents.

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)
760	Title I Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All parents impacting the entire educational program.

Strategy/Activity

Print and mail the parent newsletter with academic information, ways to be involved, and important dates and events.

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)
345	Title I Parent Involvement

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	$89,599.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	88,494	0.00
Title I Carryover		
Title I Parent Involvement	1,105	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted		
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	88,494.00
Goal 2	1,105.00
Goal 3	
Goal 4	
Goal 5	
Goal 6	

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:

Tim Malone School Principal

Todd DeVlaming, Vanessa Ramirez, Valeri Mathews, Cierra Maguire, Kendra Barrera Classroom Teachers

Linda Summers, Nikki Kinner, Nicole Tindall Parent or Community Members

Petra Nabi, Natalie Kinner, Constance Mathews, Arlin Ordaz Secondary Students

Name of Members	Role
Tim Malone	Principal
Todd DeVlaming	Classroom Teacher
Vanessa Ramirez	Classroom Teacher
Valeri Mathews	Classroom Teacher
Kendra Barrera	Classroom Teacher
Cierra Maguire	Classroom Teacher
Linda Summers	Parent or Community Member
Nikki Kinner	Parent or Community Member
Nicole Tindall	Parent or Community Member
Petra Nabi	Secondary Student
Arlin Ordaz	Secondary Student
Natalie Kinner	Secondary Student
Constance Mathews	Secondary Student

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

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 5/9/19.

Attested:

Principal, Tim Malone on 5/9/19

SSC Chairperson, Linda Summers on 5/9/19

School Year: **2019-20**

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
South Lindhurst Continuation High School	58-72736-5830096	5-14-19	

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.

The Single School Plan for Student Achievement is created and designed to align district LCAP goals with site based needs and schoolwide goals and expectations. The uniform plan analyzes needs assessment data within the annual WASC Action Plan to identify the strengths and needs of our student population and school site. School budget is aligned within a plan (SSPSA) aimed at accomplishing the goals established by the site council team to improve the overall school program and meet the needs of all learners so they can achieve mastery learning standards. An end of the year evaluation of the expenditures within the SSPSA is conducted annually to determine effectiveness. The results of this evaluation and feedback from the Needs Assessment/Annual WASC Action Plan will influence the plan for the following school year.

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

A team formed of students, staff, parents, and administration is created through a diplomatic voting process annually. This team will meet quarterly to review current expenditures, make funding adjustments to the plan, discuss school safety, culture, academics, events and needs to improve educational learning within the school building. All meetings will happen after the school day and on site. The goal is to create an inclusive process and culture that fosters the input of all stakeholders to improve academic learning for all learners.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	1.7%	3.33%		2	4
African American	%	7.4%	4.17%		9	5
Asian	%	2.5%	5.83%		3	7
Filipino	%	%	0.83%			1
Hispanic/Latino	%	43.8%	51.67%		53	62
Pacific Islander	%	0.8%	%		1	
White	%	39.7%	34.17%		48	41
Multiple/No Response	%	%	%			
	Total Enrollment				121	120

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 10		1	
Grade 11		32	33
Grade 12		88	87
Total Enrollment		121	120

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		26	28		21.5%	23.3%
Fluent English Proficient (FEP)		10	21		8.3%	17.5%
Reclassified Fluent English Proficient (RFEP)			1		0.0%	3.8%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	77	57	62	71	50	59	71	50	59	92.2	87.7	95.2
All Grades	77	57	62	71	50	59	71	50	59	92.2	87.7	95.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2520.	2473.	2515.	1	2.00	1.69	18	6.00	25.42	41	24.00	25.42	39	68.00	47.46
All Grades	N/A	N/A	N/A	1	2.00	1.69	18	6.00	25.42	41	24.00	25.42	39	68.00	47.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	6.00	20.34	61	34.00	40.68	27	60.00	38.98
All Grades	13	6.00	20.34	61	34.00	40.68	27	60.00	38.98

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	4	2.04	3.39	32	20.41	37.29	63	77.55	59.32
All Grades	4	2.04	3.39	32	20.41	37.29	63	77.55	59.32

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	10.00	6.78	72	58.00	67.80	21	32.00	25.42
All Grades	7	10.00	6.78	72	58.00	67.80	21	32.00	25.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	4.00	6.78	59	34.00	55.93	32	62.00	37.29
All Grades	8	4.00	6.78	59	34.00	55.93	32	62.00	37.29

Conclusions based on this data:

1. Data indicates that the majority of our population struggle with writing, communication and research. An ongoing area of focus will be on writing strategies across the content areas with built in activities that include listening/communication and research.
2. Growth occurred in the areas of Reading, Writing, Listening, and Research has occurred. The percentage of students below standard has decreased.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	77	58	62	71	54	60	71	54	60	92.2	93.1	96.8
All Grades	77	58	62	71	54	60	71	54	60	92.2	93.1	96.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2451.	2466.	2449.	0	0.00	0.00	0	0.00	3.33	10	11.11	6.67	90	88.89	90.00
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	3.33	10	11.11	6.67	90	88.89	90.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	10	7.41	5.00	90	92.59	95.00
All Grades	0	0.00	0.00	10	7.41	5.00	90	92.59	95.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.85	1.67	32	27.78	26.67	68	70.37	71.67
All Grades	0	1.85	1.67	32	27.78	26.67	68	70.37	71.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	1.67	44	38.89	41.67	56	61.11	56.67
All Grades	0	0.00	1.67	44	38.89	41.67	56	61.11	56.67

Conclusions based on this data:

1. 0% of students scored "At" or "Above" standard in Math (overall)
2. One year growth occurred in the area of "Communicating Reasoning" for students scoring "At" Standard
3. One year drop occurred in the areas of "problem solving" and "concepts and procedures"

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 11	*	*	*	*
Grade 12	1578.2	1585.3	1570.6	11
All Grades				21

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11	*	*	*	*					*
Grade 12	*	*	*	*	*	*			11
All Grades	11	52.38	*	*	*	*			21

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11	*	*							*
Grade 12	*	*	*	*					11
All Grades	19	90.48	*	*					21

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11			*	*	*	*			*
Grade 12	*	*	*	*	*	*	*	*	11
All Grades	*	*	*	*	*	*	*	*	21

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 11	*	*	*	*			*
Grade 12	*	*	*	*			11
All Grades	*	*	13	61.90			21

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 11	*	*					*
Grade 12	11	100.00					11
All Grades	21	100.00					21

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 11	*	*	*	*			*
Grade 12	*	*	*	*	*	*	11
All Grades	*	*	13	61.90	*	*	21

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 11	*	*	*	*			*
Grade 12	*	*	*	*			11
All Grades	*	*	18	85.71			21

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
120	**85.0%**	**23.3%**	**0.8%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	28	23.3%
Foster Youth	1	0.8%
Homeless	3	2.5%
Socioeconomically Disadvantaged	102	85.0%
Students with Disabilities	7	5.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	4.2%
American Indian	4	3.3%
Asian	7	5.8%
Filipino	1	0.8%
Hispanic	62	51.7%
White	41	34.2%

Conclusions based on this data:

1. Our population serves an At Risk population of students. Continued refinement of interventions, instruction, and programs will be a focal point. Continued professional development and implementation will be key.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Green	**Suspension Rate** Yellow
Mathematics No Performance Color		
English Learner Progress No Performance Color		
College/Career Red		

Conclusions based on this data:

1. Improved teaching and intervention is needed to improve mastery of content within ELA and Math. E.L. strategies within the classroom need to improve and focus on E.L. reclassification.
2. College & Career Pathways have not been established for 2018. Next school year SLHS will have clear pathways for students to complete.
3. Graduation rate has increased due to intervention, guidance and individual academic plans for each student. We will continue to refine our processes to improve. Suspension rates have decreased as a result of positive recognition, flexible "means of correction", and positive school culture.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

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

All Students	English Learners	Foster Youth
No Performance Color 44.2 points below standard Increased 95.9 points 27 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 47.3 points below standard Increased 94.5 points 22 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 67 points below standard 16 students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 6 students	0 Students	14.9 points below standard Increased 113 points 17 students

Conclusions based on this data:

1. ELA scores increased last year, but is still below standard. Continued focus on P.D. will be made for next year.
2. Strategic and thorough lesson planning will be a focal point next school year.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color 175.1 points below standard Declined -4 points 27 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 180.5 points below standard Declined -14.2 points 22 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 175.1 points below standard 16 students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 6 students	0 Students	155.9 points below standard Maintained 1.8 points 17 students

Conclusions based on this data:

1. Math scores are well below standard and decreased last year. Improvement in P.D. will be a focus to improve tier 1 instruction.
2. Improved lesson planning to meet the level of skills and learning targets required to achieve proficiency.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
21	52.4%	42.9%	4.8%	

Conclusions based on this data:

1. 95.3% of all English Learners are functioning in level 3 or 4. More focus on E.L. strategies across the content areas will help capture and move level 3 students to level 4.
2. Professional Development for E.L. strategies and intervention will help capture level 2 students.

School and Student Performance Data

Academic Performance
College/Career

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
2	0	0	0	0

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Red 0% prepared Maintained -1.3% 72 students	No Performance Color 0% prepared Maintained 0% 14 students	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Red 0% prepared Maintained 0% 62 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 0% prepared Maintained 0% 33 students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0% prepared Declined -3% 27 students

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
Prepared	1.3 **Prepared**	0 **Prepared**
Approaching Prepared	17.7 **Approaching Prepared**	13.9 **Approaching Prepared**
Not Prepared	81 **Not Prepared**	86.1 **Not Prepared**

Conclusions based on this data:

1. The data indicates that 0% of students are not prepared for a college/career pathway. As a result it has been determined that SLHS currently has 0 official pathways established for students to complete. In addition, SLHS has not had a college code approved since it was established in 1993.
2. Result: Spring of 2019 SLHS established career pathways that align with comprehensive high schools and school site resources such as PLATO. Career pathways should be ready for the 2019-20 school year to begin "completers". Also, a college code has been approved by the college board for SLHS that will allow classes to count for A-G requirements.
3. Result: 2019-20 school year will include a dual enrollment course with Yuba College for Administrative Justice. This will open up a career pathway for 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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	1	0

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green 79.2% graduated Increased +5.7% 72 students	No Performance Color 71.4% graduated Declined -5% 14 students	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Green 75.8% graduated Increased +3.5% 62 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4 students	3 students	4 students	1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
78.8% graduated	0 Students	0 Students	85.2% graduated
Declined -4.5%			Increased +21.5%
33 students			27 students

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

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
73.4% graduated	79.2% graduated

Conclusions based on this data:

1. Graduation percentages and numbers have increased.
2. Individual academic plans, guidance and intervention have been effective tools to achieving graduation.

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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
10.1% suspended at least once	2.4% suspended at least once	Less than 11 Students - Data Not 1 students
Declined -4.4% 189 students	Declined -2.3% 41 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not 4 students	10.1% suspended at least once	12.5% suspended at least once
	Declined -2.8% 159 students	Declined -8.3% 16 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 10 students	No Performance Color Less than 11 Students - Data 6 students	No Performance Color Less than 11 Students - Data 10 students	No Performance Color Less than 11 Students - Data 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 5.3% suspended at least once Declined -5.7% 95 students	No Performance Color Less than 11 Students - Data 1 students	No Performance Color 0 Students	Orange 16.7% suspended at least once Declined -1.4% 66 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
	14.5% suspended at least once	10.1% suspended at least once

Conclusions based on this data:

1. Suspension percentages and rates have decreased each school year for the past 5 years.
2. The highest suspended population is "white"
3. The strength of this school is it's positive culture and sense of family. This is one of the largest reasons for the decrease in suspensions. Other factors that lead to positive school climate include positive recognition, clear expectations (PBIS) and alternative interventions as a means to correct behavior to avoid suspension.

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

District LCAP Goal #1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

District LCAP Goal #2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

WASC Goal

Goal 1: Critical Area 1: The administration and staff will improve instructional methodologies across disciplines to increase rigor and provide consistent instructional strategies to all students especially those identified as struggling, EL and Special Education students.

Goal 2: Critical Area 2: The administration and staff provide ongoing professional development to instructor's as they provide front-line support and well-being to students struggling with social, emotional, and behavior issues ensuring a safe learning environment to all students.

Goal 3: Critical Area 3: The administration provides increased support to individual teachers in implementing the standards and 21st Century Skills to support increased rigor to all students.

Goal 1

Improve instructional methodologies across disciplines to increase rigor and provide consistent instructional strategies and intervention to all students especially those identified as "At Risk" (struggling), E.L. and Special Education students.

Identified Need

Academic rigor must increase within all aspects of the school building. Forms of intervention and extension to maximize the potential of all learners. Students who are struggling must be caught early and provided immediate intervention. Analysis of state testing results over a 3 year period indicates growth but low percentages of students reaching or exceeding standard. Survey data from students and staff indicate that research based strategies are needed to improve instruction and achievement. Nearly 23% of SLHS enrollment each quarter are English Learners and 10% are on an IEP. Continued refinement and growth to support these learners is needed to meet their needs fully.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development: Staff Attendance of trainings/conferences/workshops	Attend District Trainings	Attend at least 1 training beyond district offered trainings
Professional Development: (Share new information with the team) Staff Google Classroom, Google Team Drive & PLC Agenda's	No information shared during PLC or in Staff Google Classroom	Documentation should be housed within one of the three options to share information with the PLC team to improve instructional planning and intervention.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Resource/Intervention: Reclassification Data	0 reclassified in 2017-18	Goal: Reclassify 5 or more students
Resource/Intervention: Graduation Data	69 graduates in 2017-18 & 2018-19	70+ graduates
Resource/Intervention: CAASPP scores increase (Math, ELA)	ELA: 44.2 points below standard MATH: 175.1 points below standard	ELA: At standard (Looking for positive growth) Math: At Standard (looking for positive growth)
Attendance Data	97.1 % avg. for 2018-19 school year	97.5% average for 2019-20
C.I.A. Common Informative Assessment Data through PLATO	ELA: 32% "At or Meeting Learning Standard" in 2018-19 MATH: 0% "At or Meeting Learning Standard" in 2019-19	ELA: 40% MATH: 10%
PLATO Credits Earned	300 total credits earned in 2018-19	320 total credits earned in 2018-19
Workshop & Parent Meeting Attendance Data	No data available	At least 70% of targeted population attend
PLATO Test Pack Assessment Data	ELA: 35 students Met Standard MATH: 0 students Met Standard	ELA: 40 students Met Standard MATH: 10 students Met Standard

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)

All At Risk Students. P.D. focus will be driven to push academically high students with rigor and struggling learners with intervention and supports.

Strategy/Activity

Professional Development:

Increase research based methodologies and strategies for E.L, SPED, and At Risk Youth. Every staff member will attend at least 2 professional growth trainings, workshops, or conferences per year that are related to our Critical Growth Areas, Schoolwide Learner Outcomes, or SMART Goals.

Examples include but are not limited to:

- CCEA conference for continuation high schools

- PLC conference
- District P.D.
- On-site workshops/trainings
- Off-site workshops/trainings
- County workshops/trainings & conferences
- Expenditures to include conferences, transportation, lodging, extra duty, sub costs, fees, etc.
- Professional Development materials/books/videos/resources/subscriptions for staff to learn and implement new strategies to ensure that all learners reach mastery of Common Core Standards

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)
13,000.00	Targeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Intervention & Extension of rigor for all 11th & 12th grade At Risk Students with special focus on struggling, E.L. and Special Education students.

Strategy/Activity
Resource/Intervention with Secondary Student Support Specialist position:

Build in intervention and supports within the school day to ensure that all students understand the content and maximize learning potential. Student Support Specialist will provide direct academic support within classrooms of greatest need as determined by the administrator and PLC team. Students who need academic intervention will be identified and provided direct support by the Secondary Student Support Specialist (push in / Pull out model) in CORE academic content areas.

This position provides the following intervention to students:
- Push-in intervention within the classroom during normal instruction
- Flexible pull-out intervention for re-teach (small group or 1 on 1)
- Built in intervention & study hall as an actual class period to receive additional help, complete missing assignments, tutoring and intervention
- Drop –in class periods for support as needed

Other duties may include: Meeting with students for low level counseling services and refer more severe counseling needs to the guidance counselor. Providing low level social/emotional intervention to improve academic focus. Communicating with parents about progress and supports at home. E.L. Coordinator to provide ongoing support to second language learners and reclassify eligible students out of E.L. classification.

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)
35,476.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Technology & Materials and Supplies:

Support teachers in engaging students in achieving content mastery and 21st Century Skills. Expenditure is primarily for student use supplemental materials, subscriptions, teaching guides/supports that help extend learning through demo's, visual learning and hands on activities.

* Desktops, printers & visual aids to promote 21st Century skills embedded within the daily curriculum. Aimed at all students achieving mastery on content standards.

* Reading Intervention & supports

* Writing resources for mastering writing standards and creating student portfolio's of work

* Math Intervention & support programs & materials

*Math support materials and texts that connect standards based math concepts to real life. Consumer and Personal Finance related materials to supplement adopted district curriculum.

*Interactive Units

* College textbooks/materials for dual enrollment coursework outside of the school day. (Supplemental)

*Science based lab materials and resources for Next Generation Science Standards. Materials are used to supplement engaging units and lessons to get all students at grade level mastery. STEM

*Materials and supplies to conduct outdoor labs within the SLHS greenhouse and garden beds. The hands on application increases engagement, buy in, and reaches our kinesthetic learner population. The practice of application and "doing" by showing within the greenhouse meets the needs of our E.L. population (visuals, modeling, collaboration).

*Discovery Learning subscription for interactive learning and visual supports to the core curriculum to increase engagement and mastery

* Visual aids, dvd's to supplement concepts, content & novels

*Novel sets, supplemental books & reading materials for all content areas

* Resource curriculum and support materials for targeted population: E.L. & Low Socio-Economic Disadvantaged Youth struggling to meet grade level standards. Including support materials for behavioral/social/organizational needs to achieve academic success & college/career readiness. Specifically, Botvin Life Skills curriculum.

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)
9,000.00	Targeted

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
Communication & Lesson Delivery:

Reproducing instructional materials for content mastery and school to home communication. Photo copying, scanninig, emailing, and faxing materials to increase communication for all targeted stakeholders. Materials will be centered on academics, college & career pathways, parental involvement and workshops. *Maintenance Service Agreement for scanner/copier to print supplemental instructional material, assessments, etc. for all content areas. (approx. $1600 / yr.)

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)
1,700.00	Targeted

Strategy/Activity 5

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

Strategy/Activity
Edmentum PLATO:

Online credit recovery provides flexibility and rigor to the school program. Students will be able to earn elective, fine art, vocational, P.E., Health, and CORE academic content credit from this program. In addition, a variety of CTE courses will be available. Ongoing development of virtual laboratory and supplementary tools to be used for credit remediation, ELD augmentation and RSP curricular tools. SLHS will utilize the PLATO Online program and computer laboratory after hours and during the school day if additional remediation is needed. In addition, the online PLATO program and lab will assess and provide adaptive intervention to our RSP students.

Accucess & Test Packs for summative testing data on students. Assessments will be used for all students on an IEP and those students who are struggling and are in need of intervention. ALL STUDENTS will take benchmark assessments that are aligned to the CAASPP test once per semester. Data will be analyzed to identify strengths and needs of students. In addition it will provide feedback to teachers about current practices and potential changes that will benefit all learners. Students who score proficient or advanced on the assessment will receive credits in that subject area (TEST OUT OPTION).

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)
5,235.00	Targeted

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

LCAP Goal #3: Increase parent, family, and community involvement in the education of all students.

WASC Goal

Goal 4: Critical Area 4: The administration and staff increase opportunities for all students, outside of leadership class, to participate in school-wide decision making to provide additional opportunities to express their ideas for enrichment and extra-curricular activities.

Goal 2

Increase student, parent and community involvement in the education of all students.

Identified Need

Parent communication occurs through many channels and levels currently. The participation level outside of the South Lindhurst High School campus is lacking. The relationship between school and home must be strong and consistent to reach the full potential of all students. An example of poor parent participation can be seen through survey data. Only 5 parents completed a survey during the 2018-19 year about our school and educational program. This survey was communicated through: website, phone system text message, and the remind app.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Surveys	5 parents completed in 2018-19	40 parents complete surveys in 2019-20
Parent Sign-In Sheet Data	32 parents attended FAFSA Workshop in 2018-19	35 parents attend FAFSA Workshop in 2019-20

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)

All Students & families

Strategy/Activity

Parent Involvement:

Increase parent involvement and communication with our families. Providing a multitude of opportunities for our parents to stay connected, involved, and equal participants in the education and development of our students. Communication will involve internet, electronic media technology, apps, paper, and mailers.

- Supplies for parent involvement nights, parent meetings, workshops, Back to School Orientation Night, Site Council, ELAC, etc.
- Parent Involvement Handbooks

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)
443.00	Title I Parent Involvement

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	$64,854.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	35,476	0.00
Title I Carryover		
Title I Parent Involvement	443	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	28,935	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	64,411.00
Goal 2	443.00
Goal 3	
Goal 4	
Goal 5	
Goal 6	

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
David Jones	Principal
Merri May	Other School Staff
Kevin Sweetwood	Classroom Teacher
Eugene Duggan	Classroom Teacher
Daniel Underwood	Classroom Teacher
Jessie Smith	Classroom Teacher
Coral Montez	Parent or Community Member
John Rogers	Parent or Community Member
Erin Coons	Parent or Community Member
Fabian Murillo	Secondary Student
Daija Johnson	Secondary Student
Reece Baltz	Secondary Student

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

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 5/14/2019.

Attested:

Principal, David Jones on	5/14/19
SSC Chairperson, Bob Duggan on	05-15-19

School Year: 2019-20

Marysville Community Day School

TITANS

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
Marysville Community Day	58-72736-0131599		

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
Targeted Support and Improvement
The purpose of the Marysville Community Day School is to educate, to the highest levels, all

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.

Through the use of smaller class sizes, para educators who are available to help the teaching staff in the classrooms, extra counseling availability and targeted instruction in the core subjects, the students will benefit and, thereby, improve in their academic abilities. The school will also provide a safe environment where students feel safe and can learn without extra social pressures that are often found in comprehensive sites. The use of common assessments and subject topics which align with the comprehensive sites curriculum will also add to the educational opportunities provided. The data has shown that the number of students leaving CDS to the comprehensive sites, after spending their 9th grade year at the school, have been successful at transitioning with enough credits to be on course to graduate with their class.

Comprehensive Needs Assessment Components

Data Sources Reviewed
Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Here's What (Findings)
Record Specific Facts

Guiding questions:
- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Over the course of the past three school years, the Marysville Community Day School has shown very small growth in academics. Even though the growth has been slow and not as much as we would like, the fact remains that there IS some growth taking place. Because 100 percent of the students who enter the Community Day School are below grade level, the challenge has been to get students to show improvement. For the first time in the past 2 and one half years, students are showing more rapid success at grade level work. Also, because the 9th graders did not participate in CAASPP testing this year, there is not sufficient data to look at. Because of that, the school has looked at various other testing measures to show student growth. For instance, the English Language Arts classes did reading tests at the beginning of the school year and at the end of the first semester. A school-wide improvement was seen and many students improved by several grade levels. This is especially telling because only 9 of the original 75 students were reading at the 6th grade level. The EL students seem to be struggling still. Most of that is because the school is not fully prepared to provide the attention that is needed for the English Learners.

So What (Possible Reason for Findings)
Interpretation of the Data

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*

- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Students at CDS often have lengthy discipline history, along with the academic challenges they have. Parental support is often lacking and since most of the students have not had academic success in their past, they continue to struggle. The biggest obstacle that many students have been able to get over this year, however, is turning in quality work on a consistent basis. The teaching staff is very good at continually "harping" on the students to get their work in. Because of a rewards system, like Student of the Month, Weekly RISE card drawings (a PBIS-type activity) and other incentives, students have begun doing the things they must do to be successful. To answer some of the directed questions regarding how CDS is meeting the needs of the students:
* The challenges come from needing a few more para educators to help with assistance to students in the form of one on one help
* The rigor of assignments is what it is at the comprehensive sites.
* We don't have enough collborative time.
* We cannot address EL students appropriately.
* Chronic absenteeism is addressed through class competitions related to attendance and constant phone calls to parents.

Now What (Need Based on Findings)
Response to data, potential steps to take to address what the data is telling us

Guiding questions:
- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

Possible causes for current levels of performance are: Lack of parent involvement, little past history of success, homelessness, social anxiety, truancy.
Ways to address the student issues are: Parent contact by staff, rewards for attendance, student recognition and awards and outside counseling and guest speakers.

Professional Development (PD)
Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:
- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

While the District provides opportunities for staff to go to trainings, The Community Day School requirement for 360 minutes each day, keeps the staff from participating in the district adopted minimum days for professional development. Unfortunately, most of the staff development is on days of staff meetings and before school meetings. We, as a group, believe the Board of Trustees should allow CDS to do the minimum collaborative days like other sites do.

Family and Community Engagement
Ongoing and annual process

Guiding questions:

- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

The strongest component of the CDS situation is the phone and email communication that takes place from teachers to parents. Along with the monthly newsletter and the phone messenger messages, the school invites the parents and community to participate in whatever school events are being used. Student/Parent orientation is used at the beginning of the school year and other correspondence is used to keep parents advised of upcoming events and meetings. Parents, historically, are not well engaged or involved in their student's lives and continue that course, even though they are invited to join us at any time.

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 team, which consists of the principal, 2 teachers, the secretary, the counselor and a parent, met to discuss, review and the School Plan for Student Achievement. This meeting took place during the week prior to the Spring Break.

Resource Inequities

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

The school has had challenges in retaining para educators, as many have moved to other positions or professions. Science laboratory facilities and availability is nearly non-existent, which limits our ability to do hands on experiments. Aside from that, there is plenty of technology available.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	5.7%	3.45%		4	3
African American	%	7.1%	5.75%		5	5
Asian	%	%	8.05%			7
Filipino	%	%	%			
Hispanic/Latino	%	44.3%	47.13%		31	41
Pacific Islander	%	1.4%	%		1	
White	%	41.4%	33.33%		29	29
Multiple/No Response	%	%	2.30%			2
	Total Enrollment				70	87

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 7		1	1
Grade 8		7	5
Grade 9		47	74
Grade 10		11	6
Grade 11		4	1
Total Enrollment		70	87

Conclusions based on this data:

1. There appears to be a growing need for individualized instructional opportunities.
2. Small class sizes are helpful in allowing more direct instruction.
3. There is a need for collaboration opportunities with teachers from the student's home school site.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		10	21		14.3%	24.1%
Fluent English Proficient (FEP)		7	9		10.0%	10.3%
Reclassified Fluent English Proficient (RFEP)					0.0%	0

Conclusions based on this data:

1. Although there is a relatively small percentage of EL students at CDS, there is a strong need for targeted instruction to meet the needs of these students.
2. Additional para educators would benefit the students by allowing more targeted work.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	3	*	*	2	*	*	2	*	*	66.7		
Grade 8	8	*	*	7	*	*	7	*	*	100		
Grade 11	2	*	*	2	*	*	2	*	*	100		
All Grades	13	30	24	11	19	22	11	19	22	91.7	63.3	91.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	0.00	9	5.26	9.09	91	94.74	90.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	0.00	18	5.26	18.18	82	94.74	81.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	0.00	9	0.00	9.09	91	100.0	90.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	0.00	45	10.53	27.27	55	89.47	72.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	0.00	27	15.79	31.82	73	84.21	68.18

Conclusions based on this data:

1. Students performing below grade level in most testing assessments
2. To be addressed through quality first instruction.
3. Testing data is being used to address student need.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	3	*	*	2	*	*	2	*	*	66.7		
Grade 8	9	*	*	7	*	*	7	*	*	87.5		
Grade 11	2	*	*	2	*	*	2	*	*	100		
All Grades	14	33	23	11	19	21	11	19	21	84.6	57.6	91.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	0.00	9	0.00	4.76	91	100.0	95.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	0.00	0	0.00	0.00	100	100.0	100.0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	0.00	18	5.26	14.29	82	94.74	85.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	0.00	18	21.05	28.57	82	78.95	71.43

Conclusions based on this data:

1. Additional resources are needed, such as selected programs that align with the comprehensive sites.
2. Again, additional para educators would benefit students.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	*	*	*	*
Grade 10	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*			*
Grade 10			*	*			*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*			*
Grade 10			*	*	*	*			*
All Grades	*	*	*	*	*	*			*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9			*	*	*	*	*	*	*
Grade 10					*	*	*	*	*
All Grades			*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*			*
Grade 10			*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*			*
Grade 10	*	*	*	*			*
All Grades	*	*	*	*			*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	*
Grade 10			*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9			*	*			*
Grade 10			*	*	*	*	*
All Grades			*	*	*	*	*

Conclusions based on this data:

1. No data to review

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
87	93.1%	24.1%	0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	24.1%
Foster Youth		0
Homeless	4	4.6%
Socioeconomically Disadvantaged	81	93.1%
Students with Disabilities	8	9.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	5.7%
American Indian	3	3.4%
Asian	7	8.0%
Hispanic	41	47.1%
White	29	33.3%

Conclusions based on this data:

1. There is a significant amount of socioeconomically disadvantaged students at this school site.
2. There is a need for more community programs to help parents of the students understand how to help their children

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. There are no indicators to compare regarding graduation.
2. Students mirror the socioeconomic situations they are in by the number of suspensions, although great strides are being made through the use of positive reinforcement.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

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

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
2 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	2 students	2 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 2 students

Conclusions based on this data:

1. data not available

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.

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

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color 0 Students	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 2 students

Conclusions based on this data:

1. The student demographics and performance seems to indicate that they need the smaller class sizes and more attention that they receive at this school site.
2. True indicators of the merit of this school will be seen when the students return to a comprehensive site.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

Conclusions based on this data:

1. No data to analyze

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

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

Conclusions based on this data:

1. No data to analyze

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color 68.2% chronically absent Declined 22.7% 22 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color 66.7% chronically absent Declined 23.8% 21 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	No Performance Color 64.3% chronically absent 14 students

Conclusions based on this data:

1. Students at this school are often absent due to unstable homes or homeless situations.
2. Poor academic permission als a result of poor attendance.
3. Students are placed at this school because of truancy. Some improvements have been seen but it is difficult.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1. No data due to no grades other than 9th at this site.

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.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow 29.1% suspended at least once Declined -8% 175 students	No Performance Color 21.4% suspended at least once Declined -17.5% 28 students	No Performance Color Less than 11 Students - Data Not 2 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 53.8% suspended at least once 13 students	Yellow 29.1% suspended at least once Declined -7.7% 158 students	No Performance Color 40.6% suspended at least once Declined -14.5% 32 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 33.3% suspended at least once Declined -20.5% 18 students	No Performance Color Less than 11 Students - Data 7 students	No Performance Color Less than 11 Students - Data 7 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 29.2% suspended at least once Declined -5.1% 72 students	No Performance Color Less than 11 Students - Data 7 students	No Performance Color 0 Students	Orange 29.7% suspended at least once Declined -7.5% 64 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
	37.2% suspended at least once	29.1% suspended at least once

Conclusions based on this data:

1.

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

To maintain, support and provide students and staff with the latest technology, supplies, equipment to enhance student success. Infuse multiple learning modalities into the curriculum to provide adaptive learning in a differentiated environment. Provide extended interventions to enhance student success.

Identified Need

Economically disadvantaged and second language learners need extra interventions and support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC yearly assessments to show student success and improvement.		Improvement shown on yearly testing process
Teacher observations which indicate true student learning by improved scores on learning opportunities.		
Reading, Writing and Mathematics assessments which show improvement over previous yearly assessment conclusions.		

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)

All students will have access to para educators and direct instruction by teaching staff. By using these supports, students should show improved academic scores and fluency.

Strategy/Activity

Hire para educators who are fluent in Spanish, as well as English and support them with materials ans supplies that both supplement and support the CDS 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)	Source(s)
16,000	Title I
7,000	Targeted

Annual Review

SPSA Year Reviewed: 2018-19

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.

Paras will work in all classrooms doing individual and small group work. These interactions will result in more student engagement and learning.

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

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.

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 2

Provide students with a safe learning environment. This involves bullying, drug-free and an environment which is conducive to learning. The collaboration will be led by administration and teaching staff. Support staff and counselors will work with community organizations in order to provide these things. Yuba County Probation and the Yuba County Tobacco Coalition will work with the school to meet these goals. The school safety plan will also incorporate these listed expectations and cooperative involvement with the Marysville Police and Yuba County Sheriff's Department will be in place.

Identified Need

Safe school environment. Counseling and support services and interventions and support. Proficiency Training for Teaching staff with emphasis on English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
When all of the listed things are in place, there will be less student suspension, better attendance percentages and a calm atmosphere on campus. These will be evident in comparisons to prior years of school data.		Improvement in all areas listed previously.

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)

All students to be served by strong implementation of policies in place as well as concentrated efforts to improve attendance and behavior using PBIS-type activies. Counseling interventions and positive reward system, such as weekly prize drawings for positive behavior and attendance.

Strategy/Activity

Regularly scheduled counseling (Group counseling on Wednesdays and individual counseling scheduled)

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)
4,000	Title I
1000	Targeted
6,509	Targeted

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

Programs and technology tools, including maintenance costs which will help and support students in each department.

Goal 3

Purchasing and maintaining electronic devices, printers and other technology, including maintenance and support costs. The students and staff will be able to utilize these things to improve access to critical thinking and foundation skills.

Identified Need

Printers, digital cameras, and other technology for use in all classrooms

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Comparative scores with previous 2 years.		Increased levels in testing outcomes and base scores.
Maintenance contract for the school copier for supplemental student learning materials. This will enhance the core curriculum		

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)

All students

Strategy/Activity

Parent meetings- notices, newsletters and other correspondence. Adding the most technologically advanced programs and support software which will enhance student 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)

7,176	Targeted
331	Title I Parent Involvement
6509	Title I
1,091	Targeted

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	$49,616.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	26,509	0.00
Title I Carryover		
Title I Parent Involvement	331	0.00
Title I Parent Involvement Carryover		
CSI		
Targeted	22,776	0.00
Targeted Carryover		
Discretionary		

Expenditures by Goal

Budget Reference	Amount
Goal 1	23,000.00
Goal 2	11,509.00
Goal 3	15,107.00
Goal 4	
Goal 5	
Goal 6	

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

1 Other School Staff

1 Parent or Community Members

2 Secondary Students

Name of Members	Role
David A. Gray	Principal
Steve Westcamp	Classroom Teacher
Karen Engelhardt	Classroom Teacher
Neils Wright	Classroom Teacher
Geu Thao	Other School Staff
Julian Dominguez	Parent or Community Member
Marisol Sanchez	Secondary Student
Cheyanne Williams	Secondary Student
Sarah Brabeck	Parent or Community Member

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

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:

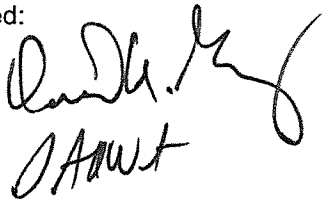
Signature	Committee or Advisory Group Name

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 06/04/2018.

Attested:



Principal, David A. Gray on 5/28/2019

SSC Chairperson, Steve Westcamp on 5/28/2019