

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	El Portal Elementary School
Address	200 North Nada Street La Habra, CA 90631
County-District-School (CDS) Code	19647666020127
Principal	Rhonda Esparza
District Name	Lowell Joint School District
SPSA Revision Date	10/9/14
Schoolsite Council (SSC) Approval Date	10/30/18
Local Board Approval Date	11/3/14

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile 4
- Stakeholder Involvement 4
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 9
 - ELPAC Results 13
 - Equity Report 16
 - Status and Change Report..... 17
 - Detailed Report 24
 - Student Group Report 26
- Goals, Strategies, & Proposed Expenditures..... 28
 - Goal 1..... 28
 - Goal 2..... 31
 - Goal 3..... 34
 - Goal 4..... 36
 - Goal 8..... 39
- Annual Review and Update 40
 - Goal 1..... 40
 - Goal 2..... 42
 - Goal 3..... 44
 - Goal 4..... 46
 - Goal 8..... 48
- Budget Summary and Consolidation 50
 - Budget Summary 50
 - Allocations by Funding Source..... 50
 - Expenditures by Funding Source 51
 - Expenditures by Budget Reference 52
 - Expenditures by Budget Reference and Funding Source 53
- School Site Council Membership 54
- Recommendations and Assurances 55
- Addendum..... 56
 - Instructions: Linked Table of Contents 56
 - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 59

School Vision and Mission

Creating a Culture of Universal Achievement, Developing Character, Passion and Academic Achievement in All Students!

It is the mission of El Portal School to create for our students a strong educational program that encourages and develops students' character, a passion for learning, and academic excellence. It is our goal to develop in students a strong foundation in America's values, traditions and heritage, and to teach our students to embrace the diversity of others. Collaboration between school and home is an integral part of the success of El Portal Elementary School. Our staff, parents, and community members work closely together to help each child reach his/her potential. We have a strong belief in creating a culture where all students can achieve and are educated in a way that prepares them for college. The school provides an excellent school newsletter, an automated phone message system, a parent information email system, Twitter, and school and classroom websites. El Portal offers a safe, child-centered environment that provides students with the essential skills to become life-long learners. The staff provides an atmosphere that fosters creativity, individuality, cooperation, and understanding. The staff is trained in numerous teaching styles and utilizes a variety of strategies to provide an exciting and well-balanced instructional program designed to meet the needs of all students, including Explicit Direct Instruction (EDI), Guided Language Acquisition Design (GLAD), Classroom Instruction That Works, Step Up to Writing, Performance Based Learning (PBL), and Differentiated Instructional strategies. We are a Professional Learning Community dedicated to the development of each and every child. The curriculum is comprehensive and challenging: one that builds skills and knowledge while developing critical thinkers and productive members of society.

El Portal Elementary School offers a wide variety of programs for students. We have an active School Site Council, a Student Council, Drama Team, School Safety Team, Cheer Squad, and a Green Team devoted to helping our environment. We offer programs in STEAM, art, music, computers, and physical education. Our students have opportunities to become involved in the arts through writing clubs, drama, and music. We also reach out to students through our CARE awards program (Character, Attitude, Responsibility, Effort) which reflects our commitment to encouraging healthy values in each child on our campus. El Portal offers before school homework clubs, and individual grade levels offer before school tutoring through programs like AIM (Aspire to Increase Motivation). Additionally, all second through sixth grade students are experiencing our technological world through the use of individual Chromebooks for use in the classrooms. El Portal Elementary School is the doorway to academic opportunity and the school motto is, "We Believe, Achieve, and Succeed!"

School Profile

El Portal School is located in La Habra, California and serves approximately 533 students in transitional kindergarten through sixth grade. Our school, reopened twenty-one years ago and is located in a suburban, middle class area. Approximately 68% of our students are from a Hispanic background, 23% White, 3% Asian, and 3% African American. The high expectations of our staff are mirrored in the high expectations of our families. We are a dedicated school community working together to provide a high level of academic excellence to our students. We are committed to the growth of our students academically, socially, emotionally, and physically. El Portal provides a broad based curriculum and stresses an education that includes personal integrity, social responsibility, and a study of our national heritage. El Portal offers differentiated instruction focused to meet the needs of our diverse population. We have quality programs structured to meet the needs of all students. Our 23 teachers are highly trained and supported by excellent classified staff including a library technician and an instructional assistant to support English language learners. A nurse, school psychologist, and specialists in speech and language, art, and music also provide students excellent support. Our school environment promotes learning and our facilities are well maintained. Each classroom is air-conditioned and attractive. Our grounds are colorful and well manicured. El Portal boasts a large, beautiful library with over 3,500 volumes offering a wide variety of reading experiences for our students. Not only is the physical environment inviting, but we also offer an array of exciting activities to promote school spirit. Student achievement and good citizenship is recognized on a regular basis. Our CARE awards program reflects our commitment to encouraging healthy values in each child on our campus.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Collaborating on the 2018-19 SPSA, El Portal took the following steps:

Parents and staff reviewed and discussed actions and progress on the 2017-18 goals at School Site Council (SSC) meetings with feedback from the English Language Advisory Committee (ELAC) representative, PTA meetings, meetings with the Leadership Team, and staff meetings.

We reviewed information on the California Dashboard to see which areas are in need of improvement. All areas in orange or red will be specifically addressed.

We discussed and reviewed the input from the Parent Survey.

With the help of the El Portal stakeholders, the 2018-19 SPSA goals and actions steps were created.

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	0.4%	0.2%	0%	2	1	0
African American	1.6%	1.6%	1.69%	8	8	9
Asian	1.6%	2.2%	2.63%	8	11	14
Filipino	0.6%	0.6%	0.94%	3	3	5
Hispanic/Latino	69.4%	68.6%	67.92%	354	348	362
Pacific Islander	0.6%	0.6%	0.56%	3	3	3
White	24.3%	24.7%	23.64%	124	125	126
Multiple/No Response	0.8%	0.8%	1.50%	4	4	8
Total Enrollment				510	507	533

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	101	99	109
Grade 1	70	68	76
Grade 2	62	65	67
Grade 3	82	66	60
Grade 4	65	78	73
Grade 5	64	66	78
Grade 6	66	65	70
Grade 7	NA		0
Grade 8	NA		0
Grade 9	NA		0
Grade 10	NA		0
Grade 11	NA		0
Grade 12	NA		0
Total Enrollment	510	507	533

Conclusions based on this data:

1. In a county where almost all schools have declining enrollment, El Portal continues to see a rise in the number of students enrolling.

2. Our population is increasing. We maintain a culture of universal achievement, which benefits all students.
3. Our largest subgroup percentage continues to be Hispanic. Note - Kindergarten numbers include students enrolled in transitional kindergarten .

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	119	97	90	23.3%	19.1%	16.9%
Fluent English Proficient (FEP)	45	67	74	8.8%	13.2%	13.9%
Reclassified Fluent English Proficient	19	39	19	14.0%	32.8%	19.6%

Conclusions based on this data:

1. Due to the supports in place for English Language Learners, there has been an initial increase in our reclassification rate noted in the 16-17 year and then in the 17-18 year the numbers decreased because we had fewer students that were classified as English learners.
2. There has been a steady decrease in the percentage of students who remain English Language Learners. We attribute this success to the differentiated instruction in the classrooms throughout the day, which incorporates English Language Development supports alongside interventions and enrichment.

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	78	66	59	76	65	59	76	65	59	97.4	98.5	100
Grade 4	70	79	71	65	79	70	65	79	70	92.9	100	98.6
Grade 5	64	65	77	64	64	77	64	64	77	100	98.5	100
Grade 6	69	63	68	67	63	67	67	63	67	97.1	100	98.5
All Grades	281	273	275	272	271	273	272	271	273	96.8	99.3	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	2447.	2440.	2439.	28	27.69	30.51	33	30.77	27.12	28	23.08	22.03	12	18.46	20.34
Grade 4	2500.	2490.	2523.	31	26.58	48.57	37	35.44	20.00	18	25.32	21.43	14	12.66	10.00
Grade 5	2514.	2502.	2505.	23	21.88	20.78	34	25.00	32.47	19	29.69	19.48	23	23.44	27.27
Grade 6	2556.	2525.	2549.	25	15.87	22.39	34	33.33	40.30	28	23.81	22.39	12	26.98	14.93
All Grades	N/A	N/A	N/A	27	23.25	30.40	35	31.37	30.04	24	25.46	21.25	15	19.93	18.32

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	30	26.15	32.20	49	47.69	47.46	21	26.15	20.34	
Grade 4	34	29.11	48.57	51	58.23	40.00	15	12.66	11.43	
Grade 5	36	25.00	28.57	41	53.13	51.95	23	21.88	19.48	
Grade 6	28	17.46	26.87	43	52.38	55.22	28	30.16	17.91	
All Grades	32	24.72	34.07	46	53.14	48.72	22	22.14	17.22	

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	30	33.85	27.12	59	53.85	44.07	11	12.31	28.81	
Grade 4	26	32.91	38.57	60	55.70	50.00	14	11.39	11.43	
Grade 5	28	31.25	31.17	42	46.88	44.16	30	21.88	24.68	
Grade 6	34	26.98	32.84	49	38.10	47.76	16	34.92	19.40	
All Grades	30	31.37	32.60	53	49.08	46.52	17	19.56	20.88	

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 3	17	26.15	28.81	74	61.54	55.93	9	12.31	15.25
Grade 4	18	16.46	42.86	77	70.89	50.00	5	12.66	7.14
Grade 5	27	18.75	10.39	61	65.63	72.73	13	15.63	16.88
Grade 6	30	17.46	14.93	67	68.25	80.60	3	14.29	4.48
All Grades	23	19.56	23.81	70	66.79	65.20	7	13.65	10.99

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	28	18.46	25.42	51	64.62	54.24	21	16.92	20.34
Grade 4	32	21.52	50.00	65	65.82	42.86	3	12.66	7.14
Grade 5	34	17.19	23.38	55	59.38	51.95	11	23.44	24.68
Grade 6	37	23.81	28.36	58	52.38	59.70	4	23.81	11.94
All Grades	33	20.30	31.87	57	60.89	52.01	10	18.82	16.12

Conclusions based on this data:

1. 3rd and 4th grades consistently score between 60-75% Meets or Exceeds standards.
2. 5th grade has the most significant drops in students meeting and exceeding standards. 46-52%
3. 6th grade varies between 45-62% Meets/Exceeds while trying to close the gaps from 5th.

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	78	66	59	76	65	59	76	65	59	97.4	98.5	100
Grade 4	70	79	71	65	79	70	65	79	70	92.9	100	98.6
Grade 5	64	65	77	64	64	77	64	64	77	100	98.5	100
Grade 6	69	63	68	68	63	67	68	63	67	98.6	100	98.5
All Grades	281	273	275	273	271	273	273	271	273	97.2	99.3	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	2458.	2470.	2453.	22	30.77	25.42	47	43.08	35.59	21	18.46	22.03	9	7.69	16.95
Grade 4	2522.	2513.	2538.	29	29.11	50.00	42	36.71	24.29	28	29.11	21.43	2	5.06	4.29
Grade 5	2521.	2529.	2505.	22	18.75	15.58	23	29.69	27.27	39	42.19	31.17	16	9.38	25.97
Grade 6	2545.	2554.	2569.	22	30.16	28.36	28	26.98	35.82	28	22.22	23.88	22	20.63	11.94
All Grades	N/A	N/A	N/A	24	27.31	29.67	36	34.32	30.40	29	28.04	24.91	12	10.33	15.02

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	54	49.23	45.76	37	41.54	38.98	9	9.23	15.25	
Grade 4	52	51.90	65.71	42	36.71	27.14	6	11.39	7.14	
Grade 5	33	29.69	25.97	42	50.00	46.75	25	20.31	27.27	
Grade 6	32	42.86	43.28	37	25.40	38.81	31	31.75	17.91	
All Grades	43	43.91	44.69	39	38.38	38.10	18	17.71	17.22	

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 3	29	41.54	33.90	58	44.62	50.85	13	13.85	15.25
Grade 4	29	30.38	42.86	62	55.70	45.71	9	13.92	11.43
Grade 5	19	25.00	16.88	56	57.81	48.05	25	17.19	35.06
Grade 6	26	28.57	23.88	50	49.21	58.21	24	22.22	17.91
All Grades	26	31.37	28.94	56	52.03	50.55	18	16.61	20.51

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	35.38	33.90	68	52.31	45.76	8	12.31	20.34
Grade 4	43	36.71	48.57	54	48.10	44.29	3	15.19	7.14
Grade 5	16	17.19	14.29	53	65.63	55.84	31	17.19	29.87
Grade 6	16	28.57	29.85	72	44.44	56.72	12	26.98	13.43
All Grades	25	29.89	31.14	62	52.40	50.92	13	17.71	17.95

Conclusions based on this data:

1. 3rd and 4th grades consistently score between 60-73% Meets or Exceeds standards.
2. 5th grade has the most significant drops in students meeting and exceeding standards. 43 - 55%. Some cohort drops have been up to 22% in one year.
3. 6th grade varies between 50 - 65% Meets/Exceeds while trying to close the gaps. Cohort growth has been up to 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	1451.0	1453.5	1445.0	32
Grade 1	1496.1	1477.1	1514.4	19
Grade 2	*	*	*	*
Grade 3	1486.1	1475.9	1495.8	11
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				88

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	17	53.13	13	40.63	*	*			32
Grade 1	15	78.95	*	*					19
Grade 2	*	*	*	*					*
Grade 3			*	*	*	*	*	*	11
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*	*	*			*
All Grades	44	50.00	33	37.50	*	*	*	*	88

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	19	59.38	*	*	*	*			32
Grade 1	14	73.68	*	*					19
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*	*	*	11
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*					*
All Grades	49	55.68	33	37.50	*	*	*	*	88

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	43.75	*	*	*	*			32
Grade 1	15	78.95	*	*					19
Grade 2	*	*	*	*					*
Grade 3			*	*	*	*	*	*	11
Grade 4			*	*	*	*			*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	39	44.32	27	30.68	17	19.32	*	*	88

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	29	90.63	*	*			32
Grade 1	19	100.00					19
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	11
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	66	75.00	20	22.73	*	*	88

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	12	37.50	18	56.25	*	*	32
Grade 1	11	57.89	*	*			19
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	11
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*			*
All Grades	39	44.32	45	51.14	*	*	88

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	34.38	21	65.63			32
Grade 1	16	84.21	*	*			19
Grade 2	*	*					*
Grade 3			*	*	*	*	11
Grade 4			*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	38	43.18	44	50.00	*	*	88

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	21	65.63	11	34.38			32
Grade 1	*	*	12	63.16			19
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	11
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
Grade 6			*	*			*
All Grades	45	51.14	41	46.59	*	*	88

Conclusions based on this data:

1. The average for written language is higher than oral language, with the exception of kindergarten.
2. Student scores in written language are stronger than oral language.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2018 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Our suspension rate has increased by 0.5% and it is orange for all subgroups.
2. Our English Learners are making progress in math (yellow), but have maintained in ELA (orange).
3. Students with disabilities will need extra support in math.

School and Student Performance Data

Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

1. Our English Learner and Socio-Economically Disadvantaged students have the highest percentage of chronic absenteeism.
2. More communication should be shared with the home as to the importance of attendance.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. All students need to be provided with positive choices and outlets to keep their engagement and excitement about being at school and making positive choices.
2. Our partnership with No Excuses University focuses on good character and school climate, which should impact our suspension rate.

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. EL students continue to show growth in the area of math.
2. EL students are one of two groups in the orange for chronic absenteeism.
3. EL students maintained in ELA, but are in the orange because there was no growth.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. EL students have maintained in ELA.
2. EL students need to be provided with various methods in the classroom in order to show progress and not maintain or drop scores.

3. All students remain in the green at 20 points above standard and a gain of 14 points, so our current teaching methods & programs are providing appropriate support/learning.

School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Students with disabilities are the lowest subgroup in math at 52 points below standard and a 6 point drop. Specific supports need to be put in place to provide access to learning for our SWD population.

2. All students are in the green with 15.2 points above standard and maintained from last year. Slight changes and modifications to current program will be implemented to promote growth and not maintaining.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. With our current supports in place, 88% of our students are at level 3 (38%) or 4(50%) on the ELPAC.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

Conclusions based on this data:

1. All subgroups need positive connections to school to reduce our suspension rate.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. EL students are maintaining scores in ELA but should show improvement.
2. Students with disabilities should be given additional supports to show growth in math.

3. EL and SED students have a higher rate of chronic absenteeism than other subgroups.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English/Language Arts

Goal Statement

ALL students will increase their lexile level by 25 points per trimester as measured by the Reading Inventory Growth Report. EL students will grow by 40 points.

LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Basis for this Goal

Students should show, at minimum, a year's growth in a year's time to help strengthen overall comprehension. Targeted sub-groups will have more than a year's growth in a year's time to help close the achievement gap.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reading Inventory Growth Report	August lexile level	ALL students will increase their lexile level by 25 points per trimester. EL students will grow by 40 points.

Planned Strategies/Activities

Strategy/Activity 1

Students will take baseline assessments in Scholastic Reading Inventory (SRI) at each trimester.

Students to be Served by this Strategy/Activity

All Students/EL students

Timeline

August 2018 - June 2019

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Cost for software licenses

Strategy/Activity 2

Intervention classes will use Reading Plus, Lexia, and teacher support

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - June 2019

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Cost for software

Strategy/Activity 3

All students will participate in Lexia (TK-2nd grade) or the Reading Plus (3rd-6th grade) technology.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - June 2019

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Every 2nd to 6th grade student will complete a trimester personal worksheet to monitor self growth each trimester.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - June 2019

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 5

During PLC teachers will discuss ways to implement researched based practices to ensure students meet standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - June 2019

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Engagement

Goal Statement

The percentage of students participating in QUEST intervention/enrichment activities will increase from 80% to 85% as measured by attendance of the last enrichment class in April 2018. QUEST's goal is to create an environment where students are excited to come to school by providing opportunities for them to explore their own passions, encourages creativity, and provides a choice in what they learn.

LCAP Goal

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Daily interventions will be in place for students who need extra time or support - SOAR, AIM, Learning at Lunch, and extended day for TK-K.

Students to be Served by this Strategy/Activity

Students not at goal or meeting standards

Timeline

August 2018 - June 2019

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Before/after school intervention

Strategy/Activity 2

Teachers will collaborate regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - June 2019

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 3

Provide designated Long-Term ELs (LTELS) with a specific intervention program - AIM

Students to be Served by this Strategy/Activity

EL Students

Timeline

August 2018 - June 2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Source

Title I

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Before/afters school intervention

Strategy/Activity 4

STEAM Lab activities will be aligned to California Standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - June 2019

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Mathematics

Goal Statement

Increase academic achievement of all students by 3% in mathematics as measured by CAASPP results.

LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Daily interventions will be in place for students who need extra time or support - SOAR, AIM, Learning at Lunch, and extended day for TK-K.

Students to be Served by this Strategy/Activity

Timeline

August 2018 - June 2019

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Teachers will collaborate regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.

Students to be Served by this Strategy/Activity

Timeline

August 2018 - June 2019

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

During PLC teachers will discuss ways to implement researched based practices to ensure students meet standards.

Students to be Served by this Strategy/Activity

Timeline

August 2018 - June 2019

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Students will use ST Math and are expected to make 3% progress each week to reinforce classroom skills and achieve 100% completion.

Students to be Served by this Strategy/Activity

Timeline

August 2018 - June 2019

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	Parent-Teacher Association (PTA)
--------	----------------------------------

Budget Reference	None Specified
------------------	----------------

Strategy/Activity 5

Teachers will develop CCSS targeted lessons for interventions and classroom instruction to integrate the use of technology to enhance student learning.

Students to be Served by this Strategy/Activity

Timeline

August 2018 - June 2019

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Student Engagement

Goal Statement

Increase student engagement in and out of the classroom with environments that maximize the potential of every student and reduce the amount of office referrals by 5%

LCAP Goal

3.0 Safe and Respectful Environment:

We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Teachers will become familiar with being a No Excuses University School

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - June 2019

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount

5000

Source

Title I

Description

Conference registrations and travel

Strategy/Activity 2

College Flags and Days will be celebrated weekly

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - June 2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Monthly office referral data will be kept

Students to be Served by this Strategy/Activity

All Students - Focus SED/EL students

Timeline

August 2017 - June 2018

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Panther PRIDE awards and CARE awards will be given to promote positive behavior

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - June 2019 (Monthly and Trimester)

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Create various environments that promote student engagement and a positive culture (Flexible Seating)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - June 2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Seventy-five percent of our students will increase their lexile level by 25 points per trimester as measured by the Scholastic Reading Inventory Growth Report.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Scholastic Reading Inventory	Seventy-five percent of our students will increase their lexile level by 25 points per trimester.	Our average lexile growth for all students

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will take baseline assessments in Scholastic Reading Inventory (SRI) at each trimester to monitor proficiency in reading.	Students took baseline assessments in Scholastic Reading Inventory (SRI) at each trimester to monitor proficiency in reading.	Reading Inventory 5000-5999: Services And Other Operating Expenditures Title I 2800	4000-4999: Books And Supplies Title I 3100
Intervention classes will use Reading Plus, Lexia, and teacher support	Intervention classes used Reading Plus, Lexia, and teacher support	Software costs 5000-5999: Services And Other Operating Expenditures Title I 10,500	5000-5999: Services And Other Operating Expenditures Title I
All students will participate in Lexia (TK-2nd grade) or the Reading Plus (3rd-6th grade) technology.	All students participated in Lexia (TK-2nd grade) or the Reading Plus (3rd-6th grade) technology.	Repeated Expense-software costs 5000-5999: Services And Other Operating Expenditures Title I	5000-5999: Services And Other Operating Expenditures Title I
Every 2nd to 6th grade student will complete a trimester personal worksheet to monitor self growth each trimester.	Every 2nd to 6th grade student completed a trimester personal worksheet to monitor self growth each trimester.	Part of teacher salary	Part of teacher salary
Teachers will create rubrics to judge the quality of student work.	Teachers created rubrics to judge the quality of student work.	Part of teacher salary	Part of teacher salary
During PLC teachers will discuss ways to implement researched based practices to ensure students meet standards.	During PLC teachers discussed ways to implement researched based practices to ensure students meet standards.	Part of teacher salary	Part of teacher salary

Analysis

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

Teachers use the Reading Inventory as a tool to monitor Lexile growth to increase comprehension. The test is given in August for a baseline and then each trimester to monitor progress and growth.

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

This tool has proven to be an effective measure to see improvements in student Lexile.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be changed to include a higher expectation of growth for our student subgroups in the orange on the CA Dashboard (EL students) to help to close the achievement gap

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

The percentage of students participating in QUEST intervention/enrichment activities will increase from 82% to 85% as measured by attendance of the last enrichment class in April 2017. QUEST's goal is to create an environment where students are excited to come to school by providing opportunities for them to explore their own passions, encourages creativity, and provides a choice in what they learn.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Daily interventions will be in place for students who need extra time or support - SOAR, AIM, Learning at Lunch, and extended day for TK-K.	Daily interventions were in place for students who need extra time or support - SOAR, AIM, Learning at Lunch, and extended day for TK-K.	Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I 23,600	1000-1999: Certificated Personnel Salaries Title I
Teachers will collaborate regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.	Teachers collaborated regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.	Part of teacher salary	Part of teacher salary
Provide designated Long-Term ELs (LTELS) with a specific intervention program - SOAR.	Provided designated Long-Term ELs (LTELS) with a specific intervention program - SOAR.	Part of teacher salary	Part of teacher salary
Every 2nd to 6th grade student will complete a trimester personal work to self growth report each trimester.	Every 2nd to 6th grade student completed a trimester personal work to self growth report each trimester.	Part of teacher salary	Part of teacher salary
STEAM Lab activities will be aligned to California Standards.	STEAM Lab activities were aligned to California Standards.	Part of teacher salary	Part of teacher salary

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Increase academic achievement of all students by 3% in mathematics as measured by CAASPP results.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	Growth of 3% on CAASPP	All students scored 1% less on the CAASPP. 4th and 6th grade met goal with a 9% and 8% growth in math.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Daily interventions will be in place for students who need extra time or support - SOAR, AIM, Learning at Lunch, and extended day for TK-K.	Daily interventions were in place for students who need extra time or support - SOAR, AIM, Learning at Lunch, and extended day for TK-K.	Extended Day Kindergarten 2000-2999: Classified Personnel Salaries Title I	2000-2999: Classified Personnel Salaries Title I
Teachers will collaborate regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.	Teachers collaborated regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.	Part of teacher salary	Part of teacher salary
During PLC teachers will discuss ways to implement researched based practices to ensure students meet standards.	During PLC teachers discussed ways to implement researched based practices to ensure students meet standards.	Part of teacher salary	Part of teacher salary
Students will use ST Math and are expected to make 3% progress each week to reinforce classroom skills and achieve 100% completion.	Students used ST Math and are expected to make 3% progress each week to reinforce classroom skills and achieve 100% completion.	ST Math 5000-5999: Services And Other Operating Expenditures Parent-Teacher Association (PTA) 4200	5000-5999: Services And Other Operating Expenditures Parent-Teacher Association (PTA) 4200
Teachers will develop CCSS targeted lessons for interventions and classroom instruction to integrate the use of	Teachers developed CCSS targeted lessons for interventions and classroom instruction to integrate the use of	Release time - Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I 2000	1000-1999: Certificated Personnel Salaries Title I

**Planned
Actions/Services**

technology to enhance student learning.

**Actual
Actions/Services**

technology to enhance student learning.

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Increase student engagement in and out of the classroom with environments that maximize the potential of every student and reduce the amount of office referrals by 5%

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will become familiar with being a No Excuses University School	Teachers attended conferences to become a No Excuses University School	No Excuses Conference 5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
College Flags and Days will be celebrated weekly	College Flags and Days are displayed daily	College flags/poles 4000-4999: Books And Supplies Title I	4000-4999: Books And Supplies Title I
Monthly office referral data will be kept	Monthly office referral data was kept	Part of principal salary	Part of principal salary
Panther PRIDE awards and CARE awards will be given to promote positive behavior	Panther PRIDE awards and CARE awards were given to promote positive behavior	Part of teacher salary	Part of teacher salary
Create various environments that promote student engagement and a positive culture (Flexible Seating)	Created various environments that promote student engagement and a positive culture (Flexible Seating)	Flexible Seating 4000-4999: Books And Supplies Title I	4000-4999: Books And Supplies Title I

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 8

Increase academic achievement and language proficiency of English learners by 3% as measured by CAASPP, ELPAC, and ELLA.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 8

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All EL students will take a baseline Reading Inventory Lexile test to to the starting point and measure growth.	All EL students took a baseline Reading Inventory Lexile test to to the starting point and measure growth.	Repeated Expense - Reading Inventory 5000-5999: Services And Other Operating Expenditures Title I	5000-5999: Services And Other Operating Expenditures Title I
All EL students will have a daily 30 minute block of time devoted to ELD instruction based on their CELDT level.	All EL students had a daily 30 minute block of time devoted to ELD instruction based on their CELDT level.	Part of Teacher salary	
All EL students will be invited to before or after school intervention which will focus on the standards not met on the SBAC ELA criteria and classroom performance.	All EL students were invited to before or after school intervention which will focus on the standards not met on the SBAC ELA criteria and classroom performance.	Repeated Expense - Intervention Hours 1000-1999: Certificated Personnel Salaries Title I	Repeated Expense - Intervention Hours 1000-1999: Certificated Personnel Salaries Title I
Long-term Intermediate English Learners who scored in the Standard Nearly Met range will receive tutoring support to meet individual needs. EL Homework Club will also meet every Monday from 1:45-3:00p.m.	Long-term Intermediate English Learners who scored in the Standard Nearly Met range had the opportunity to receive tutoring support to meet individual needs. EL Homework Club met every Monday from 1:45-3:00p.m.	Repeated Expense - Intervention Hours 2000-2999: Classified Personnel Salaries Title I	Repeated Expense - Intervention Hours 2000-2999: Classified Personnel Salaries Title I
Intervention services will be provided before and after school (SOAR), at first recess (AIM), and the Library will be open at lunch for homework or	Intervention services were provided before and after school (SOAR), at first recess (AIM), and the Library will be open at lunch for homework or	Repeated Expense - Intervention Hours 1000-1999: Certificated Personnel Salaries Title I	Repeated Expense - Intervention Hours 1000-1999: Certificated Personnel Salaries Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
computer time to meet individual goals.	computer time to meet individual goals.		
Teachers will develop CCSS targeted lessons for interventions and classroom instruction to integrate the use of technology into student learning.	Teachers developed CCSS targeted lessons for interventions and classroom instruction to integrate the use of technology into student learning.	Repeated Expense - Release Time - Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I	1000-1999: Certificated Personnel Salaries Title I
All teachers have been trained and will continue to implement GLAD strategies into lessons.	All teachers have been trained and will continue to implement GLAD strategies into lessons.	Part of teacher salary	

Analysis

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

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

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

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.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Title I	10,500.00

Expenditures by Budget Reference

Budget Reference	Amount
5000-5999: Services And Other Operating Expenditures	5,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	5,000.00
5000-5999: Services And Other Operating Expenditures	Title I	5,500.00

School Site Council Membership

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

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

Name of Members	Role
Rhonda Esparza	Principal
Rebecca Stephenson - Chairperson	Classroom Teacher
Rachel Guerrero	Classroom Teacher
Teresa Herman	Classroom Teacher
Regina Fiscus	Other School Staff
Lorie McGill	Parent or Community Member
Caroline Lepe	Parent or Community Member
Carrie Coutts	Parent or Community Member
Mallory La Porte	Parent or Community Member
Dianna Madrigal Munoz - ELAC Rep (voting rep)	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 October 19, 2017.

Attested:

	Principal, Rhonda Esparza on 11/28/18
	SSC Chairperson, Rebecca Stephenson on 11/28/18

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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