



## 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.

<b>School Name</b>	Macy Elementary School
<b>Address</b>	2301 West Russell Street La Habra, CA 90631
<b>County-District-School (CDS) Code</b>	19647666020176
<b>Principal</b>	David Shun
<b>District Name</b>	Lowell Joint School District
<b>SPSA Revision Date</b>	October 24, 2018
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	October 25, 2018

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..... 3
- School Vision and Mission ..... 5
- School Profile ..... 5
- Stakeholder Involvement ..... 5
- 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 ..... 25
  - Student Group Report ..... 28
- Goals, Strategies, & Proposed Expenditures..... 29
  - Goal 1..... 29
  - Goal 2..... 33
  - Goal 3..... 36
  - Goal 4..... 39
- Annual Review and Update ..... 42
  - Goal 1..... 42
  - Goal 2..... 46
  - Goal 3..... 49
  - Goal 4..... 52
  - Goal 5..... 55
- Budget Summary and Consolidation ..... 58
  - Budget Summary ..... 58
  - Allocations by Funding Source..... 58
  - Expenditures by Funding Source ..... 59
  - Expenditures by Budget Reference ..... 60
  - Expenditures by Budget Reference and Funding Source ..... 61
- School Site Council Membership ..... 62
- Recommendations and Assurances ..... 63
- Addendum..... 64
  - Instructions: Linked Table of Contents..... 64
  - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 67
  - Appendix B: Select State and Federal Programs..... 69



# School Vision and Mission

Macy Elementary's mission is to prepare all students to be career and college ready with 21st Century educational experiences, while encouraging all students to be safe and respectful future leaders in a global and competitive economy.

# School Profile

Macy is a recipient of the 2016 California GOLD Ribbon School Award and the 2010 California Distinguished School Award. Macy also consistently wins Gold and Silver recognition in the Science Olympiad. Our campus is located in the city of La Habra, at the base of La Habra Heights; one mile north of Beach Blvd. Macy is one of five elementary schools in the Lowell Joint School District with an average enrollment of 545 students. Macy operates 20 self-contained classrooms spanning Transitional Kindergarten through sixth grade. Kindergarten classes operate staggered sessions of Early Bird/Late Bird student groups.

Macy has a resource center and two district special day classes. Macy's English Learner (EL) population is considered small. All teachers at Macy are certificated to meet the needs for developing English proficiency in students.

Macy is proud to offer a district-created, award-winning, Character Education Program which includes both home and school components addressing monthly themes. Teachers also implement lessons found in the District Patriotic Guide; where social responsibility and good citizenship are emphasized daily and foster a strong appreciation of America's great heritage.

This knowledgeable and energetic staff excels in all professional requirements. The teachers work with a collaborative spirit; sharing ideas and strategies with enthusiasm. Teachers meet weekly so the core curriculum remains consistent between classes. The staff provides optimum learning environments that are nurturing, well organized, stimulating, and exciting.

# 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 consulted the School Site Council as part of the planning process for this SPSA/Annual Review and Update

# 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	0.0%	0.0%	0%	0	0	0
African American	0.9%	1.1%	0.99%	5	6	5
Asian	3.8%	3.6%	2.98%	20	19	15
Filipino	0.2%	1.0%	0.40%	1	5	2
Hispanic/Latino	59.6%	59.1%	60.24%	316	311	303
Pacific Islander	0.6%	0.4%	0.20%	3	2	1
White	32.8%	32.7%	32.60%	174	172	164
Multiple/No Response	1.5%	0.6%	0.60%	8	3	3
<b>Total Enrollment</b>				530	526	503

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	69	70	47
Grade 1	74	71	72
Grade 2	72	78	74
Grade 3	75	75	85
Grade 4	70	75	78
Grade 5	89	68	74
Grade 6	81	89	73
Grade 7	NA		0
Grade 8	NA		0
Grade 9	NA		0
Grade 10	NA		0
Grade 11	NA		0
Grade 12	NA		0
<b>Total Enrollment</b>	530	526	503

### Conclusions based on this data:

1. There was no significant change between student enrollment by group

2. Enrollment by grade level saw noticeable change at grades K and 6.

# 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	35	33	23	6.6%	6.3%	4.6%
Fluent English Proficient (FEP)	40	38	33	7.5%	7.2%	6.6%
Reclassified Fluent English Proficient	11	12	6	27.5%	34.3%	18.2%

### Conclusions based on this data:

1. There is an overall reduction in the EL enrollment at Macy



# 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	75	75	83	73	74	79	73	74	79	97.3	98.7	95.2
Grade 4	68	77	80	67	75	79	67	75	79	98.5	97.4	98.8
Grade 5	88	63	75	86	62	71	86	62	71	97.7	98.4	94.7
Grade 6	76	84	73	74	84	71	74	84	71	97.4	100	97.3
All Grades	307	299	311	300	295	300	300	295	300	97.7	98.7	96.5

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	2451.	2469.	2439.	33	41.89	34.18	36	29.73	25.32	19	16.22	15.19	12	12.16	25.32
Grade 4	2500.	2468.	2469.	43	24.00	25.32	25	28.00	30.38	15	22.67	17.72	16	25.33	26.58
Grade 5	2518.	2542.	2499.	29	38.71	16.90	28	30.65	32.39	21	17.74	21.13	22	12.90	29.58
Grade 6	2563.	2529.	2544.	30	22.62	26.76	41	27.38	35.21	20	22.62	15.49	9	27.38	22.54
All Grades	N/A	N/A	N/A	33	31.19	26.00	32	28.81	30.67	19	20.00	17.33	15	20.00	26.00

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	30	40.54	35.44	52	45.95	46.84	18	13.51	17.72	
Grade 4	25	26.67	30.38	61	56.00	46.84	13	17.33	22.78	
Grade 5	27	45.16	28.17	48	40.32	43.66	26	14.52	28.17	
Grade 6	35	23.81	32.39	43	51.19	42.25	22	25.00	25.35	
All Grades	29	33.22	31.67	51	48.81	45.00	20	17.97	23.33	

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	26	41.89	34.18	59	41.89	34.18	15	16.22	31.65
Grade 4	33	24.00	21.52	52	62.67	54.43	15	13.33	24.05
Grade 5	33	51.61	30.99	40	33.87	38.03	28	14.52	30.99
Grade 6	32	30.95	30.99	50	42.86	43.66	18	26.19	25.35
All Grades	31	36.27	29.33	50	45.76	42.67	19	17.97	28.00

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	27	41.89	21.52	66	47.30	58.23	7	10.81	20.25
Grade 4	30	10.67	27.85	64	66.67	56.96	6	22.67	15.19
Grade 5	19	30.65	14.08	62	58.06	67.61	20	11.29	18.31
Grade 6	31	17.86	21.13	64	69.05	67.61	5	13.10	11.27
All Grades	26	24.75	21.33	64	60.68	62.33	10	14.58	16.33

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	26	47.30	34.18	62	40.54	39.24	12	12.16	26.58
Grade 4	36	22.67	20.25	52	56.00	55.70	12	21.33	24.05
Grade 5	36	35.48	21.13	52	51.61	52.11	12	12.90	26.76
Grade 6	43	28.57	42.25	50	52.38	40.85	7	19.05	16.90
All Grades	35	33.22	29.33	54	50.17	47.00	11	16.61	23.67

**Conclusions based on this data:**

- Overall 59.5% of 3rd graders met or exceeded standards, while 55.7% of 4th graders met or exceeded standards. In addition, 49.29% and 61.97% of fifth and sixth graders (respectively) met or exceeded standards.
- Third through sixth grade need support in the area of Literacy and Non-Fictional Text, Clear and Purposeful Writing, and Investigating, Analyzing, and Presenting Information as evidence by an approximate average of 25%, across these grade levels, not meeting standards.

# 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	75	75	83	74	74	79	74	74	79	98.7	98.7	95.2
Grade 4	68	77	80	67	75	79	67	75	79	98.5	97.4	98.8
Grade 5	88	63	75	88	62	71	88	62	71	100	98.4	94.7
Grade 6	76	84	73	74	84	71	74	84	71	97.4	100	97.3
All Grades	307	299	311	303	295	300	303	295	300	98.7	98.7	96.5

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	2453.	2461.	2423.	23	35.14	16.46	38	33.78	35.44	26	14.86	21.52	14	16.22	26.58
Grade 4	2491.	2469.	2462.	19	14.67	11.39	37	28.00	32.91	34	37.33	32.91	9	20.00	22.78
Grade 5	2506.	2525.	2489.	23	22.58	14.08	18	22.58	18.31	28	41.94	33.80	31	12.90	33.80
Grade 6	2542.	2514.	2523.	27	21.43	16.90	15	21.43	22.54	38	23.81	36.62	20	33.33	23.94
All Grades	N/A	N/A	N/A	23	23.39	14.67	26	26.44	27.67	31	28.81	31.00	19	21.36	26.67

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	38	50.00	29.11	46	29.73	41.77	16	20.27	29.11	
Grade 4	37	25.33	24.05	42	45.33	40.51	21	29.33	35.44	
Grade 5	27	32.26	15.49	38	38.71	36.62	35	29.03	47.89	
Grade 6	32	28.57	26.76	34	30.95	35.21	34	40.48	38.03	
All Grades	33	33.90	24.00	40	35.93	38.67	27	30.17	37.33	

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	32	44.59	26.58	54	37.84	40.51	14	17.57	32.91
Grade 4	16	14.67	16.46	63	54.67	53.16	21	30.67	30.38
Grade 5	24	25.81	12.68	41	51.61	49.30	35	22.58	38.03
Grade 6	24	22.62	18.31	49	41.67	47.89	27	35.71	33.80
All Grades	24	26.78	18.67	51	46.10	47.67	25	27.12	33.67

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	35	51.35	25.32	53	33.78	51.90	12	14.86	22.78
Grade 4	34	22.67	16.46	54	48.00	55.70	12	29.33	27.85
Grade 5	25	20.97	14.08	36	54.84	49.30	39	24.19	36.62
Grade 6	24	25.00	19.72	54	40.48	49.30	22	34.52	30.99
All Grades	29	30.17	19.00	49	43.73	51.67	22	26.10	29.33

**Conclusions based on this data:**

1. Overall 51.9% of 3rd graders met or exceeded standards, while 44.3% of 4th graders met or exceeded standards. In addition, 32.39% and 39.44% of fifth and sixth graders (respectively) met or exceeded standards.
2. Third through sixth grade need support in the area of Concept and Procedures, Problem Solving/Modeling Data Analysis, Communicating Reasoning as evidence by an approximate average of 33.4%, across these grade levels, not meeting standards.

# 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 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				26

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 2	*	*	*	*			*	*	*
Grade 3	*	*	*	*			*	*	*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			*
Grade 6							*	*	*
All Grades	*	*	*	*	*	*	*	*	26

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 2			*	*	*	*	*	*	*
Grade 3	*	*	*	*			*	*	*
Grade 4	*	*			*	*			*
Grade 5	*	*			*	*			*
Grade 6							*	*	*
All Grades	*	*	*	*	*	*	*	*	26

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 2	*	*			*	*	*	*	*
Grade 3	*	*	*	*			*	*	*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
Grade 6							*	*	*
All Grades	*	*	*	*	*	*	*	*	26

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 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6			*	*			*
All Grades	11	42.31	*	*	*	*	26

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 2			*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6					*	*	*
All Grades	*	*	13	50.00	*	*	26

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 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4			*	*			*
Grade 5	*	*	*	*			*
Grade 6					*	*	*
All Grades	*	*	*	*	*	*	26

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 2	*	*	*	*	*	*	*
Grade 3	*	*			*	*	*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
Grade 6			*	*			*
All Grades	*	*	*	*	*	*	26

**Conclusions based on this data:**

1. There is no data at this time.

# 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. There is currently no data



# 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. There is currently no data

# 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. There is currently no data

# 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
<b>Chronic Absenteeism</b>	N/A	N/A	N/A
<b>College/Career (9-12)</b>	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. There is currently no data

# School and Student Performance Data

## Status and Change Report Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

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

### Graduation Rate (9-12)

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2018 Graduation 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. This is not applicable and there is no data

# School and Student Performance Data

## Status and Change Report College/Career

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 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A			N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2018 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A			N/A
English Learners	N/A			N/A
Foster Youth	N/A			N/A
Homeless	N/A			N/A
Socioeconomically Disadvantaged	N/A			N/A
Students with Disabilities	N/A			N/A
African American	N/A			N/A
American Indian	N/A			N/A
Asian	N/A			N/A
Filipino	N/A			N/A
Hispanic	N/A			N/A
Pacific Islander	N/A			N/A
Two or More Races	N/A			N/A
White	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.

### Assessment Performance Results

Assessment	Number of Students	Status	Change
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**English Language Arts (Grade 11)**

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**Mathematics (Grade 11)**

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

**Conclusions based on this data:**

1. This is not applicable

# 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. There is currently no data in this field

# 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. There is currently no data in these fields



# 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. There is currently no data in these fields

# School and Student Performance Data

## Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

### Conclusions based on this data:

1. There is currently no data in these fields

# School and Student Performance Data

## Detailed Report Academic Engagement

Graduation			
Indicator	2015	2016	2017

### Graduation

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#### Conclusions based on this data:

1. There is currently no data in these fields

# 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
<b>All Students</b>							
<b>English Learners</b>							
<b>Foster Youth</b>							
<b>Homeless</b>							
<b>Socioeconomically Disadvantaged</b>							
<b>Students with Disabilities</b>							
<b>African American</b>							
<b>American Indian</b>							
<b>Asian</b>							
<b>Filipino</b>							
<b>Hispanic</b>							
<b>Pacific Islander</b>							
<b>Two or More Races</b>							
<b>White</b>							

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. There is currently no data in these fields

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Suspension Rate

### Goal Statement

Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school environment

### 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

CA-Dashboard suspension indicator shows a Red, Orange and Yellow status in several categories relating to suspension.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard - Suspension Indicator	Macy's current Dashboard Suspension indicator shows a status of 1.5%	Suspension and expulsion rates will remain below the State and county rates.
Student Discipline Records	Macy's current Dashboard Suspension indicator shows a status of 1.5%	Suspension and expulsion rates will remain below the State and county rates.

### Planned Strategies/Activities

#### Strategy/Activity 1

Train teachers and staff with implementing and using PBIS (Positive Behavior Intervention Support) strategies and practices school wide.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2018 - June 2019

#### Person(s) Responsible

All Staff

### Proposed Expenditures for this Strategy/Activity

Amount	1350
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for training
Amount	270
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Subs for training

### Strategy/Activity 2

PBIS motto will be learned and shared by staff, and students.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018 - June 2019

### Person(s) Responsible

All Staff

### Proposed Expenditures for this Strategy/Activity

Amount	200
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Creation of PBIS Motto Publication and Signage

### Strategy/Activity 3

School wide use of Eagle Cards for positive reinforcement

### Students to be Served by this Strategy/Activity

All Students

### Timeline

October 2018 - June 2019

### Person(s) Responsible

All Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	300
<b>Source</b>	LCFF
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	Purchase of PBIS rewards redeemable with Eagle Cards and print cost of Eagle Cards

### Strategy/Activity 4

School wide student recognition and rewards

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2018 - June 2018

#### Person(s) Responsible

All Staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	200
<b>Source</b>	LCFF
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	Creating and Production of Awards

### Strategy/Activity 5

School to home communication about PBIS

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2018 - June 2019

#### Person(s) Responsible

All Staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Cost connected to informing parents

### Strategy/Activity 6

Build a Positive Behavior Intervention Support (PBIS) Committee/Recruit behavior support team to monitor school wide behavior systems and student behavior progress

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

All Students

**Timeline**

August 2018 - June 2019

**Person(s) Responsible**

School Staff and Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	No cost is associated with this strategy/activity



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Chronic Absenteeism

### Goal Statement

To address Academic Engagement via reducing Chronic Absenteeism

### LCAP Goal

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready

### Basis for this Goal

Proactive addressing of Yellow Indicators on CA Dashboard's Fall 2017 Chronic Absenteeism

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard Data	Macy's current chronic absenteeism on the school performance overview is in the yellow range. Report totals on the CA Dashboard for Fall 2017 has Macy's chronic absenteeism at 2.4%	Macy's chronic absenteeism will remain below the California state percentage for chronic absenteeism .

### Planned Strategies/Activities

#### Strategy/Activity 1

Foster a school wide student attendance focus.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2018 - May 2019

#### Person(s) Responsible

All Teachers, District Staff, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Cost associated with this Strategy/Activity for purchasing supplies and incentives

### Strategy/Activity 2

Foster school to home communication regarding the importance student attendance

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2018 - May 2019

#### Person(s) Responsible

Teachers, Support Staff, Principal

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	250
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Cost associated with this Strategy/Activity connected to media, such as flyers, banners, posters

### Strategy/Activity 3

Family attendance support and accountability

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2018 to May 2019

#### Person(s) Responsible

All Teachers, Support Staff, Principal, District Office Personnel

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	No cost associated with this strategy/activity

## Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Language Arts (ELA)

### Goal Statement

All students at Macy will demonstrate continuous student achievement and progress toward being college and career ready.

### LCAP Goal

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

### Basis for this Goal

Proactive addressing of Orange and Yellow indicators on the Fall English Language Arts Report.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard - Status and Change Report English Language Arts (ELA)	English Learners have a change of (declined) -6.4 with a low status indicated by Orange, Socially Economically Disadvantaged (increased) +7.6 but still has a low status indicated by Yellow, and Students with Disabilities (increased) by +4.4 but still has a low status indicated by Yellow	Student achievement will continue to be above the state and county averages as measured by the California Assessment of Student Performance and Progress for English Language Arts.
CA Dashboard - Status and Change Report English Language Arts (ELA)	English Learners have a change of (declined) -6.4 with a low status indicated by Orange, Socially Economically Disadvantaged (increased) +7.6 but still has a low status indicated by Yellow, and Students with Disabilities (increased) by +4.4 but still has a low status indicated by Yellow	Student achievement will increase one status level color until the student group displays a Green or Blue status level under Student Performance.

### Planned Strategies/Activities

#### Strategy/Activity 1

Use a variety of instructional and educational technology for supplemental ELA instruction, intervention, and differentiation across grade levels in the computer lab, at computer stations, and with mobile 1:1 devices.

#### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018 - May 2019

### Person(s) Responsible

Teachers, Support Staff, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8500
<b>Source</b>	Donations
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Cost of launching and supporting new Accelerated Reader and STAR program.
<b>Amount</b>	1500
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	For purchase of printers and ink to facilitate data collection and sharing while using educational and instructional technology. Matching funds pledged by PTA under donations to support this purchase.
<b>Amount</b>	1500
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	For purchase of printers and ink to facilitate data collection and sharing while using educational and instructional technology.

### Strategy/Activity 2

3rd - 6th grade Teachers to attend district-led collaborative sessions for the purpose of analyzing CAASSP results, calibrating instructional practices and strategies, analyzing assessments, and making data driven decisions.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2018 to May 2019

### Person(s) Responsible

Teachers, District Office Personnel, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2700
<b>Source</b>	District Funded

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Cost of grade level substitutes for all grade levels so each grade level can meet and plan for a full school day
<b>Amount</b>	540
<b>Source</b>	District Funded
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Cost of benefits for grade level substitutes for all grade levels so each grade level can meet and plan for a full school day

### **Strategy/Activity 3**

Provide 3rd - 6th grade teachers with a dedicated time to collaborate together (Instructional Team Planning ITP), Charge teachers with the task of identifying, and deconstructing, 3rd - 6th grade ELA standards, in order to align best practice instruction for our weaker claim areas in ELA.

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

#### **Timeline**

#### **Person(s) Responsible**

#### **Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Mathematics

### Goal Statement

All students at Macy will demonstrate continuous student achievement and progress toward being college and career ready.

### LCAP Goal

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

### Basis for this Goal

Proactive addressing of overall Yellow indicator and Orange subgroup indicators on the Fall 2017 Math CA Dashboard Report.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard - Status and Change Report English Language Arts (ELA)	English Learners have a change of (declined) -11.1 with a low status indicated by Orange, Socially Economically Disadvantaged (maintained) +1 but still has a low status indicated by Orange, Students with Disabilities (declined) by -4 with a low status indicated by Orange, and Hispanics (Maintained) +1.7 with a Medium status indicated by Yellow.	Student achievement will continue to be above the state and county averages as measured by the California Assessment of Student Performance and Progress for Math.
CA Dashboard - Status and Change Report English Language Arts (ELA)	English Learners have a change of (declined) -11.1 with a low status indicated by Orange, Socially Economically Disadvantaged (maintained) +1 but still has a low status indicated by Orange, Students with Disabilities (declined) by -4 with a low status indicated by Orange, and Hispanics (Maintained) +1.7 with a Medium status indicated by Yellow.	Student achievement will increase one status level color until the student group displays a Green or Blue status level under Student Performance.

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide a Science Technology Engineering Arts and Mathematics (STEAM) Family Night to provide a platform to share a variety of math and science based activities parents and replicate at home.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018 - May 2019

### Person(s) Responsible

Teachers, Staff, District Office Personnel, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Cost associated for this Strategy/Activity associated with purchasing of supplies and materials.

### Strategy/Activity 2

Use a variety of instructional and educational technology for supplemental math instruction, intervention, and differentiation across grade levels in the computer lab, at computer stations, and with mobile 1:1 devices.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018 - May 2019

### Person(s) Responsible

Teachers, Staff, District Office Personnel, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Cost associated with this Strategy/Activity for the purchase of software licences.

<b>Amount</b>	1000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Cost associated with purchasing, repair, and replacement of technology devices

### Strategy/Activity 3

3rd - 6th grade Teachers to attend district-led collaborative sessions for the purpose of analyzing CAASSP results, calibrating instructional practices and strategies, analyzing assessments, and making data driven decisions.



### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2018 - June 2019

### Person(s) Responsible

Teachers, Staff, District Office Personnel, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2700
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Cost of grade level substitutes for all grade levels so each grade level can meet and plan for a full school day
<b>Amount</b>	540
<b>Source</b>	District Funded
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Cost of benefits for grade level substitutes for all grade levels so each grade level can meet and plan for a full school day

### Strategy/Activity 4

### Students to be Served by this Strategy/Activity

### Timeline

### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 1

By May 2018, Chronic absenteeism (defined as students who are absent for any reason on 10% or more of the school days, in a school year) will decrease by 10%, from 19 to 17, as measured by attendance data at the conclusion of Trimester 3.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The metric/indicator was local attendance data.	By May 2018 Chronic absenteeism would decrease by 10% as measured by attendance data at the conclusion of Trimester 3	Fall 2017 CA Dashboard indicates Macy has 13 of 548 students identified as Chronic Absentee. This translates to 2.4%

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Distribute annual attendance literature as well as send out School Message phone announcements to all Macy families, (i.e. 1st Day Packet, Back to School Night Notice, Macy "Beak Speak" Newsletter).	Distributed annual attendance literature. Sent out eSchool Message phone announcements to Macy families reminding them of the importance of attendance.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Continue to support the 'PERFECT ATTENDANCE' class reward system with teachers, (i.e. one letter given everyday of perfect attendance, in individual classes, spelling 'perfect attendance').	Teachers had a class reward system to support perfect attendance.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Remind staff of the 'district attendance incentive program' which includes monetary awards.	Staff were continually reminded that the district has an Attendance Incentive Program that includes a monetary award	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Identify, from the student database (AERIES), individual students who meet the criteria for 'Chronic Absenteeism'. Monitor these families on a regular basis.	Students that meet the criteria for Chronic Absenteeism were identified and monitored regularly.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Schedule Attendance Success Meetings with parents of students identified as having Chronic Absentee issues, and/or received a second or third attendance letter since the start of school. Student Attendance Review Team (SART) meetings with parents identified as having 'Chronic Absenteeism', as well as other related attendance concerns, (i.e. tardies, truant, unexcused, left early), or who have received a second or third SART letter since start of school.	Parents were sent letters notifying them of their child's absence, tardies, and chronic absentee issues. Attendance Success Meetings with parents regarding attendance were scheduled and executed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Schedule SART (Student Attendance Review Team) Meetings with parents of students identified as having Chronic Absentee issues, received a second or third attendance letter since the start of school, and/or has had a School Attendance Meeting.	SART Meetings with parents regarding attendance were scheduled and executed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Implement viable site practices, advised by the Macy Leadership Team, to improve whole, group, and/or individual attendance.	Leadership Team would meet and as part of the meeting different attendance practices were discussed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Identify and discourage poor attendance patterns whereby families are more likely to keep their child(ren) out of school,	Patterns were identified and were reasonable, school based activities and assemblies were coordinated to match	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(i.e. Friday before a 3-day holiday, repeated vacations scheduled during the school session every year).	when parents would pull students for extended days off, so that students and parents would want to attend school.	expenditures were proposed.	expenditures were proposed.
Meet with the Macy Leadership Team to discuss ideas generated from the Reducing Chronic Absenteeism Conference and/or other sources.	Macy Leadership Team would meet and part of the discussion would be to generate ideas to improve attendance, but there was no Reducing Chronic Absenteeism Conference or other source this year for staff to attend.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Implement parent attendance awareness.	Distributed annual attendance literature. Sent out eSchool Message phone announcements to Macy families reminding them of the importance of attendance. Parents were sent letters notifying them of their child's absence, tardies, and chronic absentee issues. Attendance Success Meetings with parents regarding attendance were scheduled and executed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Implement class attendance incentives.	Teachers implemented a class reward system to support perfect attendance.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.

## Analysis

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

A cohesive and systematic plan was put into effect. The plan encompassed a school wide approach to chronic absenteeism that included teachers having perfect attendance incentives and rewards in their classrooms, perfect attendance awards for students presented by the principal, constant and consistent school to home communication regarding student absences, hold Attendance Success Meetings, SART meetings, and being prepared to SARB qualified students, and school to home information about the importance of attendance.

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

These strategies and activities were overall effective as evidenced by the school exceeding the goal of reducing chronic absentee students from 19 to 13 with the expected goal of just 17 students. This is a 21% higher reduction rate than anticipated.

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

This practice was not a part of last year's template.

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 reflect Macy's continued commitment to increase Academic Engagement through reducing chronic absenteeism. The annual outcome will state that Macy will stay below the State of California's chronic absentee rate. The metrics will reflect the CA Dashboard indicators. The strategies are to remain the same, just condensed in the description. These changes can be found under Planned Improvements #2.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 2

By May 2018, school wide behavioral referrals will be decreased by 5%, from 177 to 168 referrals, as measured by data results from Aeries.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The metric/indicator for this goal is site level referral data.	The expected outcome is that the total number of referrals issued during the 2017-2018 school year will be equal to or less than 168.	The actual outcome is 148 referrals issued (17% reduction in referrals) as evidence by Aeries data for Macy 2017-2018.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Explore school wide behavior supports	Enroll in Tier 1 PBIS through OCDE Attended both PBIS Tier 1 and PBIS Coaching sessions	Expenditure is the cost of enrolling in the PBIS OCDE program 5800: Professional/Consulting Services And Operating Expenditures District Funded 2000	Expenditure is the cost of enrolling in the PBIS OCDE program 5800: Professional/Consulting Services And Operating Expenditures District Funded 2000
Build a Positive Behavior Intervention Support (PBIS) Committee/Recruit behavior support team to monitor school wide behavior systems and student behavior progress	Formed a PBIS Leadership Committee. Selected a PBIS Coach. PBIS Leadership team performed cursory examination of student behavior data and progress	There is no cost associated to this Action/Service	There is no cost associated to this Action/Service
Draft a structure to teach behavioral expectation	Formulated Macy's PBIS Motto	There is no cost associated to this Action/Service	There is no cost associated to this Action/Service
Recognize positive student behavior	Teacher introduction to positive student responses using PBIS. Created PBIS Eagle Cards to reward positive student behavior and choices.	There is no cost associated to this Action/Service	There is no cost associated to this Action/Service

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Clarify consequences	Drafted an MTSS structure to discipline. Designed a discipline flow chart to map types of infractions and associated disciplinary responses along with who address the infraction. Developed an ODR - Office Discipline Referral and Minor Conduct Notice	There is no cost associated to this Action/Service	There is no cost associated to this Action/Service
Support teachers with understanding behavior support systems	OCDE PBIS Coordinators provided training and professional development consultation to Macy Staff	This expenditure is part of the PBIS Tier 1 OCDE enrollment and therefore is recorded as 5800 but with a \$0 amount 5800: Professional/Consulting Services And Operating Expenditures LCFF 0	This expenditure is part of the PBIS Tier 1 OCDE enrollment and therefore is recorded as 5800 but with a \$0 amount 5800: Professional/Consulting Services And Operating Expenditures LCFF 0
Explore procedures to measure fidelity of implementation of school wide behavior supports	OCDE assisted with TFI to measure implementation readiness and success of school wide behavior supports	This expenditure is part of the PBIS Tier 1 OCDE enrollment and therefore is recorded as 5800 but with a \$0 amount 5800: Professional/Consulting Services And Operating Expenditures LCFF 0	This expenditure is part of the PBIS Tier 1 OCDE enrollment and therefore is recorded as 5800 but with a \$0 amount 5800: Professional/Consulting Services And Operating Expenditures LCFF 0

## Analysis

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

Macy joined OCDE's PBIS Tier 1 program, a PBIS Teacher Leadership Team was formed, a PBIS Teacher Coach was selected, teachers received PBIS training and pedagogy.

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

Overall the strategies and activities were effective as evidenced by the significant decline in referrals.

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

This practice was not a part of last year's template.

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 phased out and the spirit of this goal will be reflected in Planned Improvement #1.





# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 3

By May 2018, school wide suspensions will be decreased by 50%, from 32 to 16, as measured by data results from Aeries.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
This metric/indicator is site level suspension data.	The expected outcome is that suspensions will decrease by at least 16 cases.	The total number of suspensions were three students.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Explore school wide behavior supports	Enroll in Tier 1 PBIS through OCDE Attended both PBIS Tier 1 and PBIS Coaching sessions	Expenditure is the cost of enrollment into the PBIS program through OCDE 5800: Professional/Consulting Services And Operating Expenditures LCFF 2000	Expenditure is the cost of enrollment into the PBIS program through OCDE 5800: Professional/Consulting Services And Operating Expenditures LCFF 2000
Build a Positive Behavior Intervention Support (PBIS) Committee/Recruit behavior support team to monitor school wide behavior systems and student behavior progress	Formed a PBIS Leadership Committee. Selected a PBIS Coach. PBIS Leadership team performed cursory examination of student behavior data and progress	There is no cost associated to this Action/Service	There is no cost associated to this Action/Service
Draft a structure to teach behavioral expectation	Formulated Macy's PBIS Motto	There is no cost associated to this Action/Service	There is no cost associated to this Action/Service
Recognize positive student behavior	Teacher introduction to positive student responses using PBIS. Created PBIS Eagle Cards to reward positive student behavior and choices.	There is no cost associated to this Action/Service	There is no cost associated to this Action/Service

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Clarify consequences	Drafted an MTSS structure to discipline. Designed a discipline flow chart to map types of infractions and associated disciplinary responses along with who address the infraction. Developed an ODR - Office Discipline Referral and Minor Conduct Notice	There is no cost associated to this Action/Service	There is no cost associated to this Action/Service
Support teachers with understanding behavior support systems	OCDE PBIS Coordinators provided training and professional development consultation to Macy Staff	This expenditure is part of the PBIS Tier 1 OCDE enrollment and therefore is recorded as 5800 but with a \$0 amount 5800: Professional/Consulting Services And Operating Expenditures District Funded 0	This expenditure is part of the PBIS Tier 1 OCDE enrollment and therefore is recorded as 5800 but with a \$0 amount 5800: Professional/Consulting Services And Operating Expenditures District Funded 0
Explore procedures to measure fidelity of implementation of school wide behavior supports	OCDE assisted with TFI to measure implementation readiness and success of school wide behavior supports	This expenditure is part of the PBIS Tier 1 OCDE enrollment and therefore is recorded as 5800 but with a \$0 amount 5800: Professional/Consulting Services And Operating Expenditures District Funded 0	This expenditure is part of the PBIS Tier 1 OCDE enrollment and therefore is recorded as 5800 but with a \$0 amount 5800: Professional/Consulting Services And Operating Expenditures District Funded 0

## Analysis

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

Macy joined OCDE's PBIS Tier 2 program, a PBIS Teacher Leadership Team was formed, a PBIS Teacher Coach was selected, teachers received PBIS training and pedagogy.

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

Overall the strategies and activities were effective as evidence by the significant decline in suspensions

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

This practice was not a part of last year's template.

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 goal will be Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school environment and Suspension and expulsion rates will remain below the State and county rates. This can be found at Planned Improvements # 1.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 4

By May 2018, the Macy 5th grade will gain 3% in Mathematics Exceeded/Met Standards and move from 43% to 45% of students scoring, as measured by the 'Mathematics' section of the Spring 2018 Smarter Balanced Assessment.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The metric/indicator is the 5th grade CAASPP data	The expected outcome was a 3% gain in Exceeds/Meets Standards on the 5th CAASPP assessment	The actual outcome was a 20% reduction in the Exceeds/Meets Standards on the 5th CAASPP assessment

### Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review with 5th grade teachers the Smarter Balance Summative Math CLAIM and TARGET Descriptors associated with achievement levels for 'Concepts and Procedures', 'Problem Solving and Data Analysis', and 'Communicating Reasoning'.	District led analysis of SBAC scores and grade level opportunity to examine strategies that address increasing student achievement.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Provide 5th grade teachers with the baseline student data, for these claim and target areas, from the spring 2017 Smarter Balance Testing.	Data for the 2017 Smarter Balance testing shared with 5th grade teachers	No cost associated with this Action/Service	No cost associated with this Action/Service
Support 5th grade teachers with on-going training and time for frequent monitoring of student progress, data-tracking and the use of test-creator technologies, (i.e. select professional development, sub-release time for grade level planning, Illuminate.)	Teachers provided with Instructional Teacher Planning time (ITP) for the purpose of grade level meetings.	No cost associated with this Action/Service	No cost associated with this Action/Service

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5th grade teachers to attend district-led collaborative planning sessions, specifically for the purpose of organizing the pacing of units in the core math book, as well as to align trimester grading on the 5th grade report card.	Teachers attended district-led collaborative events including meetings for the purpose of school wide grade level planning regarding pacing for Math. Teachers had the opportunity to join the LJSD Report Card Committee to explore align trimester grading.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Provide 5th grade teachers with a dedicated time to collaborate together (Instructional Team Planning ITP), Charge teachers with the task of identifying, and deconstructing, 5th grade math standards, in order to align best practice instruction for our weaker claim areas in math.	Teachers provided with Instructional Teacher Planning time (ITP) for the purpose of grade level meetings. Teachers attended district-led collaborative events including meetings for the purpose of school wide grade level planning regarding pacing for Math.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Assist 5th grade teachers in developing their CCSS proficiency levels.	Analysis opportunity for SBAC scores and grade level opportunity to examine strategies that address increasing student achievement.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Charge 5th grade teachers with developing targeted lessons, and skill sets, as well as selecting appropriate instructional materials, which maintain the fidelity and rigor of the 5th grade math standards	Teachers provided with Instructional Teacher Planning time (ITP) for the purpose of grade level meetings.	No cost associated with this Action/Service	No cost associated with this Action/Service
Charge teachers with identifying core content which specifically helps students reach proficiency in weaker math claim areas, from the adopted series.	Teachers provided with Instructional Teacher Planning time (ITP) for the purpose of grade level meetings.	No cost associated with this Action/Service	No cost associated with this Action/Service
Support teachers with the time needed to create formative and summative assessments which	Teachers provided with Instructional Teacher Planning time (ITP) for the	No cost associated with this Action/Service	No cost associated with this Action/Service

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
maintain fidelity and rigor for 5th grade math standards.	purpose of grade level meetings.		
Schedule grade level articulations with other district 5th grade teachers whose students surpassed the 'Near/At/or Above' state standards for math, on the 2016 SBAC test this spring.	Teachers provided with Instructional Teacher Planning time (ITP) for the purpose of grade level meetings. Teachers attended district-led collaborative events including meetings for the purpose of school wide grade level planning regarding pacing for Math.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.

## Analysis

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

Teachers were provided increased opportunities to collaborate and plan at the site level during ITP (Instructional Team Planning), 5th grade teachers had additional opportunities to meet as a district grade level to collaborate and plan, collaboration and planning included teacher driven data analysis and making data driven decisions.

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

Although the overall effectiveness of the strategies and activities used are typically effective, they were less than effective during this time period.

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

This practice was not a part of last year's template.

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 reflect Macy's continued commitment to increase Student Career and College Readiness . The annual outcome will state that Student achievement will continue to be above the state and county averages as measured by the California Assessment of Student Performance and Progress for Math and Student achievement will increase one status level color until the student group displays a Green or Blue status level under Student Performance. The metrics will reflect the CA Dashboard indicators. The strategies will be expanded and enhanced. These changes can be found under Planned Improvements #3.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 5

By May 2018, the Macy 6th grade will gain 3% in Mathematics Exceeded/Met Standards and move from 45% to 47% of students scoring, as measured by the 'Mathematics' section of the spring 2018 Smarter Balanced Assessment.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The metric/indicator is the CAASPP data	The expected outcome is a 3% Exceeds/Met Standards increase in Math on the 6th CAASPP assessment	The actual Exceeds/Met Standards increased by 12% verses the expected outcome of 3%.

### Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review with 6th grade teachers the Smarter Balance Summative Math CLAIM and TARGET Descriptors associated with achievement levels for 'Concepts and Procedures', 'Problem Solving and Data Analysis', and 'Communicating Reasoning'.	District led analysis of SBAC scores and grade level opportunity to examine strategies that address increasing student achievement.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Provide 6th grade teachers with the baseline student data, for these claim and target areas, from the spring 2017 Smarter Balance Testing.	District led analysis of SBAC scores and grade level opportunity to examine strategies that address increasing student achievement.	No cost associated with this Action/Service	No cost associated with this Action/Service
Support 6th grade teachers with on-going training and time for frequent monitoring of student progress, data-tracking and the use of test-creator technologies, (i.e. select professional development, sub-release time for grade level planning, Illuminate.)	Teachers provided with Instructional Teacher Planning time (ITP) for the purpose of grade level meetings.	No cost associated with this Action/Service	No cost associated with this Action/Service



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide 6th grade teachers with a dedicated time to collaborate together (Instructional Team Planning - ITP). Charge teachers with the task of identifying, and deconstructing, 5th grade math standards, in order to align best practice instruction for our weaker claim areas in math.	Teachers provided with Instructional Teacher Planning time (ITP) for the purpose of grade level meetings.	No cost associated with this Action/Service	No cost associated with this Action/Service
Assist 6th grade teachers in developing their CCSS proficiency levels.	Teachers provided with Instructional Teacher Planning time (ITP) for the purpose of grade level meetings.	No cost associated with this Action/Service	No cost associated with this Action/Service
Charge 6th grade teachers with developing targeted lessons, and skill sets, as well as selecting appropriate instructional materials, which maintain the fidelity and rigor of the 6th grade math standards.	Teachers provided with Instructional Teacher Planning time (ITP) for the purpose of grade level meetings.	No cost associated with this Action/Service	No cost associated with this Action/Service
Charge teachers with identifying core content which specifically helps students reach proficiency in weaker math claim areas.	Teachers provided with Instructional Teacher Planning time (ITP) for the purpose of grade level meetings.	No cost associated with this Action/Service	No cost associated with this Action/Service
Schedule grade level articulations with other district 6th grade teachers whose students surpassed the 'Near/At/or Above' state standards for math, on the 2017 SBAC test.	Teachers provided with Instructional Teacher Planning time (ITP) for the purpose of grade level meetings. Teachers attended district-led collaborative events including meetings for the purpose of school wide grade level planning regarding pacing for Math.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.
Support teachers with the time needed to create formative and summative assessments which maintain fidelity and rigor for 6th grade math standards.	Teachers provided with Instructional Teacher Planning time (ITP) for the purpose of grade level meetings. Teachers attended district-led collaborative events including meetings	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.	Recording proposed expenditures was not a required part of Macy's SPSA last year, therefore no expenditures were proposed.



**Planned  
Actions/Services**

**Actual  
Actions/Services**

for the purpose of school wide grade level planning regarding pacing for Math.

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

**Analysis**

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

Teachers were provided increased opportunities to collaborate and plan at the site level during ITP (Instructional Team Planning), 6th grade teachers had additional opportunities to meet as a district grade level to collaborate and plan, collaboration and planning included teacher driven data analysis and making data driven decisions.

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

The strategies were effective overall as evidenced by a 12% increase in 6th grades Exceed/Met Standards Math CAASPP assessment results.

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

This practice was not a part of last year's template.

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 reflect Macy's continued commitment to increase Student Career and College Readiness . The annual outcome will state that Student achievement will continue to be above the state and county averages as measured by the California Assessment of Student Performance and Progress for Math and Student achievement will increase one status level color until the student group displays a Green or Blue status level under Student Performance. The metrics will reflect the CA Dashboard indicators. The strategies are to remain the same, just condensed in the description. These changes can be found under Planned Improvements #4.

# 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
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# Expenditures by Funding Source

Funding Source	Amount
District Funded	6,480.00
Donations	10,000.00
LCFF	12,570.00
None Specified	0.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	6,750.00
3000-3999: Employee Benefits	1,350.00
4000-4999: Books And Supplies	5,950.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,500.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	5,400.00
3000-3999: Employee Benefits	District Funded	1,080.00
4000-4999: Books And Supplies	Donations	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	8,500.00
0000: Unrestricted	LCFF	500.00
1000-1999: Certificated Personnel Salaries	LCFF	1,350.00
3000-3999: Employee Benefits	LCFF	270.00
4000-4999: Books And Supplies	LCFF	4,450.00
5000-5999: Services And Other Operating Expenditures	LCFF	6,000.00
None Specified	None Specified	0.00

# School Site Council Membership

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

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

Name of Members	Role
Nathan Cope	Parent or Community Member
Dominique Coumporoules	Parent or Community Member
Bobbie Johnson	Parent or Community Member
Roopa Lotspeich	Parent or Community Member
Mchael Oclaray	Parent or Community Member
Bernice Cejan	Parent or Community Member
Debbie Needham	Classroom Teacher
Mary Shaw	Classroom Teacher
Aida Arcega	Other School Staff
David Shun	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 11/15/18.

Attested:

Principal, David Shun on

SSC Chairperson, Mary Shaw on

# Addendum

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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](mailto: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