

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Olita Elementary School
Address	950 South Briercliff Drive La Habra, CA 90631
County-District-School (CDS) Code	19647666020200
Principal	Krista Van Hoogmoed
District Name	Lowell Joint School District
SPSA Revision Date	October 10, 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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.

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School Vision and Mission

Our mission is to encourage each child to develop individual excellence and a desire for lifelong learning so that they can become contributing members of society. To accomplish this we provide a positive, engaging, and challenging learning environment where all students are given equal access to the core curriculum. We believe that each child is a unique learner and that children thrive with personal recognition for academic progress and effort.

With parents as partners, we have established a nurturing and supportive learning community. Our staff works collaboratively and cohesively and shares in the responsibility of assisting Olita students in demonstrating positive character traits, tolerance, social skills, effective communication, critical and creative thinking, problem solving and decision making.

Olita's learning environment supports and empowers each child to become a responsible and productive citizen.

We, the educational professionals of Olita Elementary School, believe in providing a standards based instructional program that allows all students to be successful and become lifelong learners.

School Profile

Olita Elementary School is located on 950 South Briercliff Drive in La Habra, California, and is one of five elementary schools in the Lowell Joint School District. Our school serves students in grades Transitional Kindergarten through Sixth Grade with an enrollment of 452 students. There are three Special Day classrooms on campus; one mild/moderate classroom for grades K - 3, one mild/moderate classroom for grades 3 - 6 and one moderate/severely handicapped classroom for students in grades TK-6. Grades one and two have classroom sizes of 24:1, while upper grade classrooms try to maintain a 34:1 or fewer ratio. There are 18 teachers, 16 instructional aides, and 12 support staff members.

134 parents at Olita Elementary School have graduated from college, 74 who have attended graduate school or have a graduate degree. 176 parents have some college experience. Only 52 parents hold only a high school diploma.

The flavor of Olita Elementary School can best be captured in the yearly school-wide themes that we have had over the years: Olita Ranch - Roping in Knowledge, Olita Ranch - The Brand of Excellence, Camp Olita - The Adventure Begins, Camp Olita - The Adventure Continues, Olita Has Star Power - Watch Us Shine, We Celebrate Learning, We Are Olita's All-Star Team, We Cultivate Minds and Values - Watch Us Grow, Olita - A Sea of Knowledge, Olita - We Are Dino - Might! Each theme sets the tone for high expectations, attainment of excellence, and a lifetime adventure for learning. Our theme for this school year is "Olita - We Are the Best in the West."

The school's vision is for students to have enthusiasm for learning coupled with strong character traits that will carry them through the years as lifelong learners. This vision is the shared responsibility of students, staff, parents, and community. Staff stresses personal integrity, social responsibility, and our national heritage.

Character building is a strong component of everyday instruction. We have a sequential, spiraled Character Education program that starts in Transitional Kindergarten and follows through to sixth grade. Monthly qualities are taught, rewarded, communicated to parents, and displayed on our marquee and monthly bulletin boards.

Teaming and collaborative planning have provided the backbone for a strong academic program that sets a school-wide vision where every part of the school skeleton is joined. Certificated and classified staff members work in harmony to provide a learning environment that is safe, creative, challenging, and appropriate for the various levels of learners. There is a common vision for behavior, student and staff recognition, excellence, and time on task.

Olita parents are actively involved in the education of their children. Parents work in classrooms and participate in fundraising and expanded curricular events. Parents serve on Olita Elementary's School Site Council, and PTA Executive Board as well as PTA committees. Attendance at Back-To-School Night and Open House are extraordinary with classrooms averaging 85%-100% parent participation.

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 planning process for this year's SPSA began last spring when our School Site Council met to discuss and plan for this year. While many topics were discussed, our actual goals related to student achievement were tabled until our results finalized from state testing. Our Leadership Team met on September 27, 2018, to discuss plans and goals for this year and our School Site Council meeting is scheduled for October 10, 2018. At this meeting stakeholders will discuss and advise on current goals. The goals discussed at the School Site Council will then be reviewed on October 15, 2018 with the Olita staff. School Site Council will then meet the following week, October 17, to finalize our plan. The next meetings for School Site Council are scheduled for January 17, 2019 and April 11, 2019.

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%	0.23%	0	0	1
African American	2.8%	2.2%	2.27%	13	10	10
Asian	3.2%	4.0%	2.04%	15	18	9
Filipino	0.7%	0.9%	0.68%	3	4	3
Hispanic/Latino	67.8%	68.1%	68.03%	314	308	300
Pacific Islander	0.4%	0.2%	1.36%	2	1	6
White	23.3%	23.0%	22.90%	108	104	101
Multiple/No Response	1.1%	0.7%	1.59%	5	3	7
Total Enrollment				463	452	441

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	66	63	39
Grade 1	57	71	62
Grade 2	64	53	72
Grade3	61	67	51
Grade 4	73	61	73
Grade 5	68	72	68
Grade 6	74	65	75
Grade 7	NA		1
Grade 8	NA		0
Grade 9	NA		0
Grade 10	NA		0
Grade 11	NA		0
Grade 12	NA		0
Total Enrollment	463	452	441

Conclusions based on this data:

1. Based on this data, our Asian population has dropped by 50% from 18 students to 9 students.

2. Olita's Multiple or No Response has doubled from 3 students to 7 students and our Pacific Islander population has increased from 1 to 6 students.
3. Based on the data, our student enrollment is declining on an average of 10 students per year.

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	52	52	41	11.2%	11.5%	9.3%
Fluent English Proficient (FEP)	36	32	27	7.8%	7.1%	6.1%
Reclassified Fluent English Proficient	13	10	6	22.8%	19.2%	11.5%

Conclusions based on this data:

1. The number of English Learners is decreasing each year.
2. Our number of Fluent English Proficient students are also decreasing, as well as the students being Reclassified.

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	61	62	53	59	58	51	59	58	51	96.7	93.5	96.2
Grade 4	72	59	69	70	59	67	70	59	67	97.2	100	97.1
Grade 5	68	72	69	65	69	66	65	69	66	95.6	95.8	95.7
Grade 6	76	63	72	73	62	70	73	62	70	96.1	98.4	97.2
All Grades	277	256	263	267	248	254	267	248	254	96.4	96.9	96.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2415.	2428.	2432.	20	22.41	19.61	20	29.31	35.29	31	25.86	23.53	29	22.41	21.57
Grade 4	2474.	2466.	2462.	30	23.73	19.40	21	22.03	25.37	21	25.42	29.85	27	28.81	25.37
Grade 5	2508.	2519.	2508.	18	28.99	15.15	32	28.99	40.91	31	18.84	25.76	18	23.19	18.18
Grade 6	2538.	2551.	2554.	15	20.97	21.43	38	37.10	38.57	32	27.42	31.43	15	14.52	8.57
All Grades	N/A	N/A	N/A	21	24.19	18.90	28	29.44	35.04	28	24.19	27.95	22	22.18	18.11

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	27	27.59	27.45	46	39.66	52.94	27	32.76	19.61	
Grade 4	33	23.73	17.91	36	54.24	61.19	31	22.03	20.90	
Grade 5	12	24.64	21.21	60	55.07	57.58	28	20.29	21.21	
Grade 6	18	24.19	31.43	51	54.84	42.86	32	20.97	25.71	
All Grades	22	25.00	24.41	48	51.21	53.54	30	23.79	22.05	

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	24	22.41	17.65	54	53.45	58.82	22	24.14	23.53
Grade 4	33	23.73	10.45	44	57.63	62.69	23	18.64	26.87
Grade 5	29	39.13	30.30	48	44.93	53.03	23	15.94	16.67
Grade 6	29	33.87	34.29	53	48.39	51.43	18	17.74	14.29
All Grades	29	30.24	23.62	50	50.81	56.30	21	18.95	20.08

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	19	18.97	17.65	63	70.69	70.59	19	10.34	11.76
Grade 4	24	10.17	19.40	61	71.19	71.64	14	18.64	8.96
Grade 5	11	24.64	10.61	77	59.42	77.27	12	15.94	12.12
Grade 6	15	14.52	22.86	78	75.81	70.00	7	9.68	7.14
All Grades	17	17.34	17.72	70	68.95	72.44	13	13.71	9.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	25.86	23.53	54	51.72	52.94	32	22.41	23.53
Grade 4	19	16.95	28.36	54	62.71	47.76	27	20.34	23.88
Grade 5	28	27.54	21.21	63	47.83	59.09	9	24.64	19.70
Grade 6	22	38.71	34.29	66	46.77	60.00	12	14.52	5.71
All Grades	21	27.42	27.17	60	52.02	55.12	20	20.56	17.72

Conclusions based on this data:

- Overall, in ELA our students increased by 1% in the number of students who met or exceeded standards. Our students have had three years of Leveled Literacy Intervention in our primary grades. This intensive service has allowed our students to better access our ELA curriculum which has resulted in improved performance.
- Based on the data for Reading (Demonstrating understanding of literary and non-fictional text) overall, our students increased by 2% from 2017 to 2018. (76% to 78% Above, At or Near Standard) which we attribute to our overall intervention program including good, first best instruction.
- In Writing (Producing clear and purposeful writing), overall, our students dropped by 1% from 2017 to 2018. (81% to 80% Above, At or Near Standard) These results are indicative of the need to focus on writing skills schoolwide.

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	61	62	52	59	58	50	59	58	50	96.7	93.5	96.2
Grade 4	72	59	69	70	59	67	70	59	67	97.2	100	97.1
Grade 5	68	72	68	66	70	65	66	70	65	97.1	97.2	95.6
Grade 6	76	63	72	73	62	70	73	62	70	96.1	98.4	97.2
All Grades	277	256	261	268	249	252	268	249	252	96.8	97.3	96.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2431.	2429.	2426.	15	13.79	12.00	27	27.59	34.00	41	36.21	30.00	17	22.41	24.00
Grade 4	2469.	2476.	2468.	19	23.73	14.93	34	20.34	37.31	24	33.90	31.34	23	22.03	16.42
Grade 5	2505.	2525.	2516.	18	28.57	24.62	20	25.71	26.15	36	25.71	27.69	26	20.00	21.54
Grade 6	2533.	2545.	2554.	18	22.58	34.29	29	25.81	22.86	36	29.03	27.14	18	22.58	15.71
All Grades	N/A	N/A	N/A	18	22.49	22.22	28	24.90	29.76	34	30.92	28.97	21	21.69	19.05

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	29	25.86	26.00	51	53.45	44.00	20	20.69	30.00
Grade 4	37	37.29	32.84	29	30.51	37.31	34	32.20	29.85
Grade 5	21	42.86	38.46	50	35.71	36.92	29	21.43	24.62
Grade 6	30	30.65	44.29	37	40.32	30.00	33	29.03	25.71
All Grades	29	34.54	36.11	41	39.76	36.51	29	25.70	27.38

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	22	29.31	26.00	53	46.55	46.00	25	24.14	28.00
Grade 4	17	23.73	10.45	57	42.37	58.21	26	33.90	31.34
Grade 5	24	30.00	20.00	44	42.86	52.31	32	27.14	27.69
Grade 6	15	22.58	27.14	53	59.68	50.00	32	17.74	22.86
All Grades	19	26.51	20.63	52	47.79	51.98	29	25.70	27.38

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	22	15.52	28.00	59	62.07	50.00	19	22.41	22.00
Grade 4	26	28.81	22.39	49	44.07	53.73	26	27.12	23.88
Grade 5	14	18.57	21.54	53	55.71	52.31	33	25.71	26.15
Grade 6	19	29.03	31.43	66	46.77	48.57	15	24.19	20.00
All Grades	20	22.89	25.79	57	52.21	51.19	23	24.90	23.02

Conclusions based on this data:

1. Based on the data, our overall percentage of students Above, At or Near Standard increased by 10% in Math. This can be attributed to teachers becoming more comfortable with the curriculum and standards. While we need to look deeper into the contributing factors, our teachers have also used Khan Academy as a resource for students to practice relevant skills.
2. In the area of Concepts & Procedures (Applying mathematical concepts and procedures) and Problem Solving & Modeling/Data Analysis (Using appropriate tools and strategies to solve real world and mathematical problems) the percentage of students decreased by 2% from 2017 to 2018. (75% to 73% Above, At or Near Standard)
3. In the area of Communicating Reasoning (Demonstrating ability to support mathematical conclusions) the percentage of students increased by 2% from 2017 to 2018. (75% to 77% Above, At, or Near Standard)

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				42

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	20	47.62	*	*	*	*	*	*	42

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	24	57.14	*	*	*	*	*	*	42

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	18	42.86	11	26.19	*	*	*	*	42

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	24	57.14	13	30.95	*	*	42

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	21	50.00	16	38.10	*	*	42

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	20	47.62	15	35.71	*	*	42

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	17	40.48	19	45.24	*	*	42

Conclusions based on this data:

1.

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. The data reflects that our English Learner Progress has one group that needs intensive focus in order to increase progress.

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.

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:

- The data reflects that our overall Suspension Rate is good. There are no significant areas that need to be addressed pertaining to suspensions. We plan to continue to follow our protocols as related to student behavior.

School and Student Performance Data

Status and Change Report English Learner Progress

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

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

English Learner

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

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

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

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

Conclusions based on this data:

1. Our English Learner Progress has declined significantly, and the progress in English Language Arts has maintained with a slight growth of .3 points.

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)

Mathematics (Grade 11)

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

Conclusions based on this data:

- 1.

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:

- Overall, our students increased their English Language Arts score by 6.8 points.
- Our English Learners and Socioeconomically Disadvantaged Students, while they made slight gains, will need focused attention with intervention strategies.

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. Results of this data show that all groups made significant gains in Mathematics.
2. Our English Learners have declined in math by 11.2 points.

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. Our English Learner population will need focus intervention due to the decline in growth from the previous year.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

Conclusions based on this data:

1. Our suspension rates have dropped. We will continue to follow the school wide behavior plan in place.

School and Student Performance Data

Detailed Report Academic Engagement

Graduation			
Indicator	2015	2016	2017

Graduation

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

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

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

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

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

Conclusions based on this data:

1. Our English Learners need intensive focus intervention.
2. Our English Learners and Socioeconomically Disadvantaged students will need focused intervention with English Language Arts instruction.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By August 2019, the percentage of 3rd to 6th grade students will improve in Writing as measured by the SBAC writing score.

LCAP Goal

Academic Excellence - Learning for All Students

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

Basis for this Goal

Our students decreased in the area of writing. This is an issue that needs targeted support for both students and teacher training.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC CA Dashboard	Overall, the percentage of students At or Near Standard decreased by 1% in the area of Writing.	Our student achievement in Writing will improve by 5% as measured by the SBAC scores.

Planned Strategies/Activities

Strategy/Activity 1

Teachers will meet in ITPs to analyze assessments and achievement. Teachers will also discuss best practices and good first teaching strategies to implement with students. Teachers will continue their training with Thinking Maps strategies to support student writing.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 and May 2019

Person(s) Responsible

Teachers

Principal
District Personnel

Proposed Expenditures for this Strategy/Activity

Amount	2565.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for Thinking Map Training
Amount	760.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Statutories

Strategy/Activity 2

Provide teachers with professional development opportunities to support understanding of the California grade level standards and progressions during Grade Level Collaboration meetings provided by the District.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 to May 2019

Person(s) Responsible

Curriculum & Instruction Department
Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	00.00
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Strategy/Activity 3

All Staff and Students will participate in a Vocabulary Parade to promote enrichment and vocabulary development. Students choose a grade level appropriate word and design a costume that reflects the meaning of the word. The students then parade around school in their costume exposing all students to the word and meaning.

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2018

Person(s) Responsible

Principal

Teachers

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Strategy/Activity 4

All grade levels will focus on predetermined Grade Level Academic Vocabulary through weekly lessons.

Students to be Served by this Strategy/Activity

All Students

Timeline

December 2018 to May 2019

Person(s) Responsible

Teachers
Principals

Proposed Expenditures for this Strategy/Activity

Amount

25.00

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Paper will be used to put together grade level journals to track academic vocabulary words.

Strategy/Activity 5

Teachers will evaluate student work samples to monitor standards and DOK level.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 to May 2019

Person(s) Responsible

Teachers
Principal

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Strategy/Activity 6

Teachers will provide Success Criteria for students to gauge their progress on assignments.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 to May 2019

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Strategy/Activity 7

Teachers will continue to be trained in the implementation of Thinking Maps to support organization of thinking with composing writing assignments

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 to May 2019

Person(s) Responsible

Principal
Thinking Map Trainers
Assistant Superintendent of C & I

Proposed Expenditures for this Strategy/Activity

Amount

3645.00

Source

Site Formula Funds

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Cost of substitutes for 1.5 days for 18 teachers to have training.

Amount

540.00

Source

Site Formula Funds

Budget Reference

3000-3999: Employee Benefits

Description

Mandated statutes

Strategy/Activity 8

Students will be flexibly grouped by ability and receive intervention or enrichment during school hours.

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Language Arts

Goal Statement

By August 2019, the Hispanic students' performance points in ELA will improve on the SBAC enough to move from Orange to Yellow as measured on the Dashboard.

LCAP Goal

Academic Excellence - Learning for All Students

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

Basis for this Goal

Our Hispanic student group is not making adequate progress in English Language Arts. Teachers will work toward planning effective lessons and using better strategies for teaching concepts.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC	As a whole, our Hispanic group did not make adequate progress on the SBAC resulting in an Orange on the Dashboard.	Our Hispanic students will improve their ELA skills enough to move from Orange to Yellow on the Dashboard.

Planned Strategies/Activities

Strategy/Activity 1

Teachers will provide English Language Arts instruction daily using the new ELA/Literacy adoption.

Students to be Served by this Strategy/Activity

Hispanic students

Timeline

August 2018 to May 2019

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Strategy/Activity 2

GLAD strategies will be used in all classrooms.

Students to be Served by this Strategy/Activity

Hispanic students, but all students benefit from these visual strategies.

Timeline

August 2018 to May 2019

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Strategy/Activity 3

Reclassified EL students will be identified and monitored throughout the year.

Students to be Served by this Strategy/Activity

English Learners who are also Hispanic.

Timeline

August 2018 to May 2019

Person(s) Responsible

Teachers
Bilingual Aide

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Strategy/Activity 4

EL students who are also Hispanic will receive additional ELD support through our bilingual aide two days per week.

Students to be Served by this Strategy/Activity

Hispanic English Learners

Timeline

August 2018 to May 2019

Person(s) Responsible

Bilingual Aide

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Strategy/Activity 5

Training and collaboration time will be provided for teachers to learn how to implement intervention tools effectively using new ELA/Literacy adoption.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 to May 2019

Person(s) Responsible

Curriculum & Instruction Department
Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Strategy/Activity 6

The school will continue to implement DIBELS and AR as a means of monitoring student progress.

Students to be Served by this Strategy/Activity

All Students

Timeline

AR scores will be submitted by each teacher at the first week of each month and DIBELS will be given school-wide as a benchmark three times throughout the year.

Person(s) Responsible

Principal
Teachers
Leveled Literacy Instructor

Proposed Expenditures for this Strategy/Activity

Amount

5670.00

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Substitutes will be hired to teach the classes while the classroom teachers assess each student with DIBELS and DAZE assessments.

Amount

1420.00

Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Mandated statutes

Strategy/Activity 7

The Tier 3 students (including Hispanic) will receive Leveled Literacy Intervention during the school day for thirty minutes/5 times per week.

Students to be Served by this Strategy/Activity

Hispanic students requiring assistance and our Kindergarten through Third Grade students needing intensive intervention.

Timeline

August 2018 to May 2019

Person(s) Responsible

Leveled Literacy Instructor

Proposed Expenditures for this Strategy/Activity

Amount	24,285.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	A certificated teacher will instruct Tier 3 students with intensive reading skills five times per week for 30 minutes each day.
Amount	8349.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Statutes

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Math

Goal Statement

By August 2019, the English Learners and Socioeconomically Disadvantaged students' performance points in Math will improve on the SBAC enough to move from Orange to Yellow as measured on the Dashboard.

LCAP Goal

Academic Excellence - Learning for All Students

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

Basis for this Goal

Our English Learners and Socioeconomically Disadvantaged students have not made adequate progress toward meeting Math standards on the SBAC test. The teachers will work to help our ELs and SED students access the curriculum and continue to strengthen Math skills.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC	As a whole, our English Learners and Socioeconomically Disadvantaged groups did not make adequate progress on the SBAC resulting in Orange on the Dashboard.	The expected outcome for our English Learners and Socioeconomically Disadvantaged students in the area of Math will be that they improve their skills to move from Orange to Yellow on the Dashboard.

Planned Strategies/Activities

Strategy/Activity 1

Before School Intervention will be provided for all students needing learning strategies to improve ELA skills. There will be four sessions for a total of 24 weeks of intervention.

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged Students and all students needing extra interventions.

Timeline

August 2017 to May 2018

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3080.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated teachers earn \$35/hour for teaching intervention.
Amount	308.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Statutory benefits for hourly rate.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Chronic Absenteeism

Goal Statement

Our Hispanic and Socioeconomically Disadvantaged students will improve their school attendance percentage in order to move from Orange to Yellow as measured on the Dashboard.

LCAP Goal

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

Most of the students that are missing at least 10% or more of school are from our Hispanic and Socioeconomically Disadvantaged student groups.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Dashboard	Our Hispanic and Socioeconomically Disadvantaged students rated in the Orange on the Dashboard for Chronic Absenteeism.	Our Hispanic and Socioeconomically Disadvantaged students will improve their attendance and move from Orange to Yellow on the Dashboard.

Planned Strategies/Activities

Strategy/Activity 1

Attendance letters will be sent to parents of students when school is missed 3, 5, 9, 12, and 15 days.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 through May 2019

Person(s) Responsible

Attendance Clerk
Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Chronic absenteeism letters will be sent to parents of all students who have missed at least 10% of the enrolled year.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 through May 2019

Person(s) Responsible

Attendance Clerk
Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Student Attendance Review Team meetings will occur for families with Chronic Absenteeism.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 through May 2019

Person(s) Responsible

Attendance Clerk
Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Suspension Rate

Goal Statement

Our Suspension Rate for Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities will decline in order to move from Orange to Yellow as measured by the CAASPP Dashboard.

LCAP Goal

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

Our Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities have Suspension Rates that have increased by an average of 2.2% as measured by the CAASPP Dashboard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Dashboard	Our Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities have Suspension Rates that have increased by an average of 2.2% as measured by the CAASPP Dashboard.	Our Suspension Rate for Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities will decline in order to move from Orange to Yellow as measured by the CAASPP Dashboard.

Planned Strategies/Activities

Strategy/Activity 1

A school-wide discipline plan will be shared with all teachers, noon duty aides, parents and students.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 through May 2019

Person(s) Responsible

Teachers
Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

All students will attend a Beginning of the Year assembly focused on behavioral expectations in and out of the classroom. Students will be given examples of appropriate behavior and consequences for behavior that is not desirable.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018

Person(s) Responsible

Teacher
Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Star Cards are given to students when they are caught doing something good around campus. The cards are then put into the monthly assembly raffle for students to win donated prizes.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 through May 2109

Person(s) Responsible

Teachers
Principal
Noon Duty Aides

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Bucket Filling concept will be shared through morning announcement messages. The messages promote kind behavior. Our classrooms and campus have visual reminders for students to be reminded of the Bucket Filler concept.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 through May 2019

Person(s) Responsible

Teacher

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Bully Game assembly will be held in December. This program teaches students about how to deal with kids that are mean to others and how to handle the situations.

Students to be Served by this Strategy/Activity

All students

Timeline

December 2018

Person(s) Responsible

PTA
Teachers
Principal

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

By August 2018, the percentage of 3rd to 6th grade students scoring "Not Met Achievement Standard" will be reduced by 4% from 46% to 42% in ELA Overall Performance as measured by the CAASPP Reading Area Overall Score.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Testing	The percentage of 3rd to 6th grade students scoring "Not Met Achievement Standard" will be reduced by 4% from 46% to 42% in ELA Overall Performance.	While our students did not meet the overall goal, we did decrease by 4% in the students scoring in the "Not Met Achievement Standard".

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will meet in ITPs to analyze assessments and achievement. Teachers will also discuss best practices and good first teaching strategies to implement with students.	Teachers met in ITPs to analyze assessments and achievement. Teachers also discussed best practices and good first teaching strategies to implement with students	Part of teacher salary.	Part of teacher salary.
Provide teachers with professional development opportunities to support understanding of the California grade level standards and progressions.	Teachers were provided opportunities to meet with the district grade level teams to discuss standards. There were no Professional Development days specifically designed around grade level standards.	Part of teacher salary.	Part of teacher salary.
Provide UDL training for all teachers.	Teachers were given professional development training.	Part of teacher salary.	Part of teacher salary.
Provide ongoing training with the new ELA/Literacy adoptions.	Teachers met with grade level teams across the district to review the ELA adoption.	Part of teacher salary.	Part of teacher salary.
Teachers will evaluate student work samples to monitor standards and DOK level.	Teachers reviewed work samples during ITP meetings to look closer at DOK levels.	Part of teacher salary.	Part of teacher salary.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will provide Success Criteria for students to gauge their progress on assignments.	Teachers provided Success Criteria for students to gauge their progress.	Part of teacher salary.	Part of teacher salary.
Teachers will post learning objectives on board in classroom.	Teachers posted learning objectives on the whiteboards in the classroom.	Part of teacher salary.	Part of teacher salary.
Students will continue to be identified for at-risk and provided intervention services for Reading Fluency and Comprehension during before school intervention classes.	Students were continually identified for at-risk and provided intervention services for Reading Fluency and Comprehension during before school intervention classes.	Part of teacher salary.	Part of teacher salary.
The school will continue to implement DIBELS and AR as a means of monitoring student progress. Training with AR and STAR will be provided from Renaissance Learning.	The school implemented DIBELS and AR as a means of monitoring student progress. Training with AR and STAR was not formally provided, only teacher input when needed.	Part of teacher salary.	Part of teacher salary.
Teachers will be trained in the implementation of Thinking Maps to support close reading and organization of thinking with literary and informational text.	Teachers were trained in the implementation of Thinking Maps to support close reading and organization of thinking with literary and informational text.	Part of teacher salary.	Part of teacher salary.
Students will be flexibly grouped by ability and receive intervention or enrichment during school hours.	Students were flexibly grouped by ability and receive intervention or enrichment during school hours.	Part of teacher salary.	Part of teacher salary.

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

By August 2018, the Reclassified English learner students' performance points will improve by 3 points from 9.7 to 12.7 as measured by the ELA Assessment Report.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Testing	Reclassified English learner students' performance points will improve by 3 points from 9.7 to 12.7.	Our Reclassified English Learner students' performance points actually decreased by 14 points, therefore dropping our score 2.1 points below standard.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will provide English Language Development (ELD) instruction daily using the new ELA/Literacy adoption.	Teachers provided English Language Development (ELD) instruction daily using the new ELA/Literacy adoption.	Part of teacher salary.	Part of teacher salary.
GLAD strategies will be used in all classrooms.	GLAD strategies were used in all classrooms.	Part of teacher salary.	Part of teacher salary.
Reclassified EL students will be identified and monitored throughout the year.	Reclassified EL students were identified and monitored throughout the year.	Part of teacher salary.	Part of teacher salary.
EL students will receive additional ELD support through our bilingual aide two days per week.	EL students received additional ELD support (2x weekly) throughout the year through our bilingual aide.	Part of Bilingual Aide salary.	Part of Bilingual Aide salary.
Training will be provided for teachers to implement intervention tools effectively using new ELA/Literacy adoption.	Teachers were given opportunities to meet with their colleagues to discuss intervention tools from the ELA adoption.	Part of teacher salary.	Part of teacher salary.
The school will continue to implement DIBELS and AR as a means of monitoring student progress.	We performed a school wide assessment three times throughout the year using DIBELS and AR as a means of monitoring student progress.		938.00 was spent on 6 All Day subs throughout the school year.

Analysis

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

We worked very hard to provide good teaching strategies for all our English Learners. While students received all of the strategies and actions listed, it will be necessary to refocus our efforts on implementing better strategies and more consistent interventions throughout the year.

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

Clearly, the effectiveness of our strategies was not at the level required to make the gains necessary to show growth. We will continue to review and examine current strategies and investigate better tools to help our English Learners.

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

There were no expenditures required for these actions.

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.

There will be many changes made to this goal, including adding more strategies/activities. We will also other metrics, such as progress reports, to monitor our students' growth. The changes to this goal can be found in the Planned Improvements: Goal 2.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

By May 2018, we will improve our average attendance rate by .35% from 96.65% to 97% as measured by attendance data from P2.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance data from P2.	We will improve our average attendance rate by .35% from 96.65% to 97%.	Our attendance percentage from Month 10 (Monthly Attendance Summary) was 96.99%. We were very close to meeting our goal. While we didn't technically meet the goal, if the percentage is rounded up, the goal would be considered met.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Classrooms will earn a letter to spell "ATTENDANCE" every day there is 100% attendance. Once the word is spelled, the students earn a reward.	Classrooms earned a letter to spell "ATTENDANCE" every day there was 100% attendance. Once the word was spelled, the students earned a reward.	Part of teacher salary.	Part of teacher salary.
Classrooms (one in each grade level) are recognized each month at our Awards Assembly for having the best attendance rate for the preceding month. Classrooms get the Attendance Owls for the month.	Classrooms (one in each grade level) were recognized each month at our Awards Assembly for having the best attendance rate for the preceding month. Classrooms got the Attendance Owls for the month.	Part of teacher salary.	Part of teacher salary.
Letters will be sent home to parents of students who are absent (after 3, 9, 12, and 15 occurrences).	Letters were sent home to parents of students who were absent (after 3, 9, 12, and 15 occurrences).	Part of Attendance Clerk salary.	Part of Attendance Clerk salary.
Phone calls to parents from the principal when student becomes chronically absent or truant. The new district	Phone calls to parents from the principal when student became chronically absent or truant. The new district	Part of Principal salary.	Part of Principal salary.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
SARB procedures will be put into place this year.	SARB procedures were put into place this year.		
Saturday School will be offered to students to make up absences.	Saturday School was not offered during the school year.	No expense.	No expense.

Analysis

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

All of the strategies and activities were implemented except for Saturday School. Efforts were made to hold Saturday School, but there was not teacher interest in supervising the sessions. The strategy of sending letters and making phone calls to parents was most effective.

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

The effectiveness of the strategies/activities proved to be successful. We offered incentives for students to attend school and when an issue arose, we handled it through communication to parents.

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

There were no expenditures for this goal as all incentives required no expense.

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

By May 2018, our number for opportunities for community involvement will increase from 12 events to 15 events as measured by calendared activities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2017-2018 School Calendar	The number of opportunities for community involvement will increase from 12 events to 15 events.	We had more than 15 events offered to our community for involvement at our school. When we counted our events and our monthly PTA meetings, there were over 20 events that our community had opportunities to become involved.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Back to School Night	Back to School Night was held on August 24, 2017.	Part of teacher salary.	Part of teacher salary.
Fall Fun Fair	Our PTA help the Fall Fun Fair for our families on November 3, 2017.	PTA expense.	PTA expense.
Movie Night	Our PTA sponsored Movie Night for our families on September 8, 2017.	PTA expense.	PTA expense.
Monthly Award Assemblies	Monthly award assemblies were held on the first Monday of each month to honor students for Character Ed. and Students of the Month.	Part of teacher salary.	Part of teacher salary.
Halloween Parade	Our Halloween Parade was held the morning of October 31, 2017.	Part of teacher salary.	Part of teacher salary.
Winter Holiday Program	Our Winter Holiday Program was performed on December 21, 2017.	Part of teacher salary.	Part of teacher salary.
Spring Sing	Our Spring Sing was performed on May 21, 2018.	Part of teacher salary.	Part of teacher salary.
Open House	We held our Open House on May 2, 2018.	Part of teacher salary.	Part of teacher salary.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Variety Show	We did not have a Variety Show.	No expense.	No expense.
Kindergarten Through Third Grade Ball and Read Across America Day	PTA hosted our Kindergarten through Third Grade Ball		
Sixth Grade Party	Our 6th graders and their families enjoyed an end of the year party on May 31, 2018.	Part of teacher salary and PTA sponsored event.	Part of teacher salary and PTA sponsored event.
Color Me Mine	In December, PTA hosted a Color Me Mine event where students and their families could paint an item to keep.	PTA sponsored event.	PTA sponsored event.
Career Day	We did not host a Career Day.	No expense.	No expense.
Have Lunch With Your Student Day	Our families were invited to attend "Come Eat Lunch with Your Child" Day in May.	Part of teacher salary.	Part of teacher salary.
Red Ribbon Week Lunch With Your Student Day (LHHS Jazz Band)	Our families were invited to "Come Eat Lunch with Your Child" Day in October, 2017, for Red ribbon Week celebration.	Part of teacher salary.	Part of teacher salary.
Discovering Science Night	Our families were invited to attend a special Discovering Science Family Night in January, 2018.	PTA sponsored event.	PTA sponsored event.
Monthly PTA meetings	Our PTA invited all families to attend the monthly meetings to discuss and plan various activities offered throughout the year.	PTA sponsored event.	PTA sponsored event.

Analysis

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

At the beginning of the year, our Leadership Team met to discuss ways to improve our community involvement. Ideas were brainstormed and strategically planned throughout the year to offer our community several different forums to connect with our school. Many of the events were PTA sponsored,

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

The activities offered to our families ranged from fun family-oriented events to PTA meetings where plans for the school were discussed. We tried to plan for a variety so that people could participate in various events throughout the year.

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

All of the events did not have an expense from any school site funds. Any event that involved an expense was covered by our PTA.

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.

We will continue to offer as many events throughout the year to allow for parent and community involvement. We will discontinue this goal, as we will continue the practice of hosting a multitude of events for our families.

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	39,179
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	39,179

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	9,020.00
Site Formula Funds	4,185.00
Title I	37,442.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	39,245.00
3000-3999: Employee Benefits	11,377.00
4000-4999: Books And Supplies	25.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	8,235.00
3000-3999: Employee Benefits	LCFF	760.00
4000-4999: Books And Supplies	LCFF	25.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	3,645.00
3000-3999: Employee Benefits	Site Formula Funds	540.00
1000-1999: Certificated Personnel Salaries	Title I	27,365.00
3000-3999: Employee Benefits	Title I	10,077.00

School Site Council Membership

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

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

Name of Members	Role
Krista Van Hoogmoed	Principal
Naomi Rex	Parent or Community Member
Yolanda Orozco	Parent or Community Member
Roxanne Trujillo	Parent or Community Member
Kerri Peloquin	Classroom Teacher
Amy Stewart	Parent or Community Member
Susan Scott	Other School Staff
Katie Allsman	Classroom Teacher
Aly Saieva	Classroom Teacher
Sarah Zilberman	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

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

Attested:

Principal, Krista Van Hoogmoed on

SSC Chairperson, Karen Peloquin on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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