

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.

<b>School Name</b>	Rancho-Starbuck Intermediate School
<b>Address</b>	16430 Woodbrier Drive Whittier, CA 90604
<b>County-District-School (CDS) Code</b>	19647666020218
<b>Principal</b>	Linda Takacs
<b>District Name</b>	Lowell Joint School District
<b>SPSA Revision Date</b>	10/8/2014
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	November 5, 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.....	2
School Vision and Mission .....	3
School Profile .....	3
Stakeholder Involvement .....	4
School and Student Performance Data .....	5
Student Enrollment.....	5
CAASPP Results.....	8
ELPAC Results .....	12
Equity Report .....	14
Status and Change Report.....	15
Detailed Report .....	23
Student Group Report.....	25
Goals, Strategies, & Proposed Expenditures.....	27
Goal 1.....	27
Goal 2.....	31
Goal 3.....	36
Annual Review and Update .....	42
Goal 1.....	42
Goal 2.....	45
Goal 3.....	47
Goal 4.....	49
Goal 5.....	51
Budget Summary and Consolidation .....	53
Budget Summary .....	53
Allocations by Funding Source.....	53
Expenditures by Funding Source .....	54
Expenditures by Budget Reference .....	55
Expenditures by Budget Reference and Funding Source .....	56
School Site Council Membership .....	57
Recommendations and Assurances .....	58
Addendum.....	59
Instructions: Linked Table of Contents.....	59
Appendix A: Plan Requirements for Schools Funded Through the ConApp.....	62
Appendix B: Select State and Federal Programs.....	64

# School Vision and Mission

## Mission Statement

Our goal at Rancho-Starbuck is to develop character, passion, and academic excellence in all students.

## Vision

- To instill in our students the importance of hard work and responsibility
- To create a college bound campus that prepares our students for college and careers
- To offer standards-based instruction and develop critical thinking skills
- To create a nurturing environment where students are held accountable and rewarded for their efforts
- To maintain a culture where students are our top priority
- To provide instruction that is rigorous and relevant
- To continue our staff commitment to be the difference in the lives of our students
- To build a bridge between parents and school to support our students and their families

# School Profile

Rancho-Starbuck Intermediate School is located in the unincorporated area of southeast Los Angeles County. We are part of Lowell Joint School District and serve 780 students in the 7th and 8th grades. Rancho-Starbuck was constructed in 1964 and has enjoyed continuous upgrades and maintenance over the years. It has a fully functioning library and computer technology center located within the library with 40 computer stations for individual and classroom use. An additional computer lab is available for classroom use with 40 computers and a Smart TV. Document cameras are in all classrooms and we have an updated STEM (Science, Technology, Engineering and Math) lab with 30 computers all that have professional CAD software and coding software. Our classrooms function as Google classrooms and all classrooms have Chromebooks for each student. 158 iPads are also available. Technology at Rancho-Starbuck is continually updated and an integral part of the classroom experience. Rancho-Starbuck offers a myriad of elective offerings including a robust visual and performing arts program and a STEM lab with a full variety of Stem courses. Rigorous academics are provided including an Honors program and a Pre AP-IB Academy and a Conservatory of Fine Arts. Advance Computer Science is offered and includes an opportunity to take the College Board AP Computer Science test. Interventions are offered for students to support their academic and emotional needs. Flex, an award winning intervention during the school day, provides both academic support and enrichment for all students. Through our sports program students are involved in three seasons of after school sports and we are proud of our campus athletes on and off the field.

The staff at Rancho-Starbuck Intermediate School is comprised of 29 fully credentialed teachers in their subject areas and two part-time teachers. We have two resource STAR Centers for our special needs students, and one moderate SDC. Our school team includes a school psychologist, speech and language specialist, full time counselor and one assistant principal. Additional support is provided by an office manager, school clerk, attendance clerk, a part-time nurse, full-time librarian, three STAR center aides, three full-time custodians and five noon duty aides.

Rancho-Starbuck Intermediate School is a 2017 National School to Watch, a distinction awarded only to top middle schools in the nation. Rancho-Starbuck is proud to be a 2017 Golden Bell award winner, a 2015 Gold Ribbon School and a 2013 California Distinguished School. Rancho-Starbuck was named to the School Honor Roll by California Business for Education Excellence in 2012, 2013, 2014, 2015, 2016. Rancho is known for its safe and orderly learning environment. The low record of suspensions/expulsions indicates a commitment to strong standards and a proactive approach to student behavior issues. The school institutes a comprehensive school safety program. The staff places a high priority in developing responsible citizens through our Character Education and REACH programs. REACH is an acronym for Responsibility Effort Attitude Character Honor. We emphasize the importance of each of these themes and we recognize students for their achievement. Rancho-Starbuck believes in fostering a school wide college atmosphere. Every Tuesday is College Tuesday and a staff spotlight highlights colleges attended by staff and degrees held.

Involvement is high on campus through the many activities for students on campus. ASB is an active part of our campus and there are a plethora of extension activities for student so that everyone can be involved. In addition, parents are welcome and encouraged to be part of our campus. Parent volunteers offer support to our students on campus and offer programs such as Science Olympiad and Junior Achievement. An active PTA supports school events and our parents are an integral part of our campus.

Included in the programs at Rancho-Starbuck are:

Resource Specialist Program  
Special Day Class  
Honors classes in Math and Language Arts  
Tutorial program for struggling math students  
ELD class for English Learners  
READ 180 Intervention reading program  
Complete library with a full time librarian  
Speech and Language Services  
Character Education Program  
REACH student incentive program  
ASB  
Yearbook  
Competitive Drumline  
Top 100  
National Junior Honor Society  
STEM courses  
Fine Arts program including art, vocal and instrumental music, drama, and percussion  
Orchestra classes  
After school sports program  
REACH Circle - an adult mentor program for students  
Full list of electives  
Dance Company  
After school dances  
Power Start - Before school homework help  
Pathway Intervention classes  
Academic intervention after school classes  
Flex schedule for enrichment and intervention during the school day  
Junior Achievement  
Science Olympiad  
Why Try - a motivational program for struggling students  
Advanced Computer Science course  
Pre AP-IB Academy  
Conservatory of Fine Arts

Rancho-Starbuck is proud of our accomplishments and our instructional program. Our courses are aligned to the state and district standards. Department Professional Learning Communities meet regularly to evaluate student progress and to plan curriculum and strategies to meet the needs of all students. California Standards are being taught at Rancho-Starbuck.

It is the goal of all Rancho-Starbuck personnel to make sure we offer a complete and balanced educational program and to foster character, passion and academic achievement for all students.

## 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

All stakeholders are involved in the process of creating the Single School Plan. The administrative team and the staff together analyze student data. During PLC meetings, departments create success goals based on data. Those goals are then presented to the staff and the members of the staff collaborate on the goals to include in the plan. Once the plan is created, the final adjustments are made by the Principal and the Leadership team. The plan is then presented to the School Site Council for review. After input from the School Site Council, the plan is presented to the Board of Trustees.

# 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	0.1%	0.1%	0%	1	1	0
African American	1.5%	1.7%	1.98%	12	13	15
Asian	3.1%	2.4%	3.31%	25	19	25
Filipino	1.2%	0.5%	1.19%	10	4	9
Hispanic/Latino	62.8%	65.2%	66.27%	507	515	501
Pacific Islander	0.3%	0.4%	0.53%	2	3	4
White	29.2%	27.2%	25.13%	236	215	190
Multiple/No Response	1.4%	0.3%	0.13%	11	2	1
<b>Total Enrollment</b>				808	790	756

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	NA		0
Grade 1	NA		0
Grade 2	NA		0
Grade 3	NA		0
Grade 4	NA		0
Grade 5	NA		0
Grade 6	NA		0
Grade 7	421	368	386
Grade 8	387	422	370
Grade 9	NA		0
Grade 10	NA		0
Grade 11	NA		0
Grade 12	NA		0
<b>Total Enrollment</b>	808	790	756

### Conclusions based on this data:

- As a school community, Rancho-Starbuck needs to be aware of the cultural needs of our Hispanic population. Rancho-Starbuck will need to address the ethnic backgrounds of those we serve.



# 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	28	16	22	3.5%	2.0%	2.9%
Fluent English Proficient (FEP)	146	155	134	18.1%	19.6%	17.7%
Reclassified Fluent English Proficient	28	29	8	75.7%	103.6%	50.0%

### Conclusions based on this data:

1. While our English Learner population is small, we will need to continue to monitor the growth of both our English Learners and our Reclassified (RFEP) students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	425	360	384	420	355	380	420	355	380	98.8	98.6	99
Grade 8	388	416	366	386	410	358	386	410	358	99.5	98.6	97.8
All Grades	813	776	750	806	765	738	806	765	738	99.1	98.6	98.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2567.	2581.	2576.	21	21.13	23.68	38	46.48	39.21	23	21.13	21.05	17	11.27	16.05
Grade 8	2602.	2586.	2602.	21	17.80	24.86	50	40.49	43.30	19	26.59	20.39	10	15.12	11.45
All Grades	N/A	N/A	N/A	21	19.35	24.25	44	43.27	41.19	21	24.05	20.73	14	13.33	13.82

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	32	32.68	33.16	45	49.30	47.11	23	18.03	19.74	
Grade 8	37	29.27	38.27	50	50.00	41.62	13	20.73	20.11	
All Grades	34	30.85	35.64	48	49.67	44.44	18	19.48	19.92	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	29	36.90	32.63	52	50.14	51.32	19	12.96	16.05
Grade 8	35	30.98	38.27	52	52.93	48.04	13	16.10	13.69
All Grades	32	33.73	35.37	52	51.63	49.73	16	14.64	14.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	20	19.15	16.58	65	67.32	68.95	15	13.52	14.47
Grade 8	19	19.51	25.70	71	70.00	63.13	10	10.49	11.17
All Grades	19	19.35	21.00	68	68.76	66.12	12	11.90	12.87

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	32	40.00	42.11	54	50.14	45.79	14	9.86	12.11
Grade 8	38	30.73	43.30	51	51.22	44.69	11	18.05	12.01
All Grades	35	35.03	42.68	52	50.72	45.26	13	14.25	12.06

**Conclusions based on this data:**

1. While the Reading claim has the highest percentage of students Above Standard, it also has the highest percentage of students Below Standard.
2. The claim area of Listening has the lowest percentage of students in the Above Standard band. It also has the highest percentage of students in the At or Near Standard.
3. Overall in the ELA claim areas, we are not making growth in the percentage of students in the Below Standard band; however, we are seeing strength in the area of Research/Inquiry.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	425	360	384	421	356	380	421	356	380	99.1	98.9	99
Grade 8	387	416	366	385	410	359	384	410	359	99.5	98.6	98.1
All Grades	812	776	750	806	766	739	805	766	739	99.3	98.7	98.5

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 7	2551.	2573.	2561.	19	24.72	25.53	26	29.21	23.16	32	29.78	28.42	22	16.29	22.89
Grade 8	2581.	2586.	2600.	24	27.56	35.10	30	27.07	23.40	26	25.61	21.17	20	19.76	20.33
All Grades	N/A	N/A	N/A	22	26.24	30.18	28	28.07	23.27	29	27.55	24.90	21	18.15	21.65

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	29	38.76	36.32	38	34.83	33.16	33	26.40	30.53	
Grade 8	36	43.17	47.35	39	33.17	29.53	25	23.66	23.12	
All Grades	33	41.12	41.68	38	33.94	31.39	29	24.93	26.93	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	22	24.16	22.89	47	58.71	51.32	32	17.13	25.79
Grade 8	21	25.37	33.15	56	48.54	46.80	23	26.10	20.06
All Grades	21	24.80	27.88	51	53.26	49.12	27	21.93	23.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	22	24.44	27.37	62	62.08	53.95	17	13.48	18.68
Grade 8	24	23.17	30.36	61	60.98	57.10	16	15.85	12.53
All Grades	23	23.76	28.82	61	61.49	55.48	16	14.75	15.70

**Conclusions based on this data:**

1. In the claim area of Concepts and Procedures, the percentage of students in the Above Standard category is highest yet that claim area also has the highest percentage of students in the Below Standard area.
2. While there is a slight increase in percentages Below Standard, there is also an overall increase in those above standard especially in Problem Solving and Communicative Reasoning

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 7	1566.4	1543.1	1589.4	14
Grade 8	*	*	*	*
All Grades				20

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*	*	*			14
Grade 8	*	*	*	*			*	*	*
All Grades	*	*	*	*	*	*	*	*	20

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*	*	*			14
Grade 8	*	*	*	*			*	*	*
All Grades	*	*	*	*	*	*	*	*	20

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*	*	*	*	*	14
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	20

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
Grade 7	*	*	*	*				14
Grade 8	*	*	*	*	*	*		*
All Grades	*	*	13	65.00	*	*		20

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*			14
Grade 8	*	*	*	*	*	*	*
All Grades	12	60.00	*	*	*	*	20

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*	*	*	14
Grade 8	*	*	*	*	*	*	*
All Grades	11	55.00	*	*	*	*	20

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*			14
Grade 8	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	20

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. Student groups in orange in ELA are English Learners and Students with Disabilities. Targeted intervention will need to be addressed to help those student groups grow. Hispanic students and SED students are in the green level and white students are in the blue level in ELA.
2. RFEP students, will also need to be a focus in ELA as they are 40.2 points below level 3.
3. Students with Disabilities are in the red performance area for Math. We will also focus on RFEP students who score 78.3 points below level 3 in Math.

# School and Student Performance Data

## Status and Change Report Chronic Absenteeism

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

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

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
Students with Disabilities	78		14.1%
Grades 7-8	756		3.9%

### Conclusions based on this data:

1. According to the data, Rancho-Starbuck's absent rate declined by 1.2%. Overall we are pleased to be in the green level. 3.9% of students were chronically absent. White subgroup was in blue level.
2. Students with Disabilities is the only subgroup in the orange; thus, Rancho-Starbuck will place an emphasis on making sure we encourage attendance of our Students with Disabilities.

# 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		787	5.3% suspended at least once	1.7%

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
All Students		787	5.3% suspended at least once	1.7%
English Learners		NA		
Foster Youth		NA		
Homeless		NA		
Socioeconomically Disadvantaged			Orange	
Students with Disabilities			Red	
African American		NA		
American Indian		NA		
Asian		NA		
Filipino		NA		
Hispanic			Orange	
Pacific Islander		NA		
Two or More Races		NA		
White			Orange	

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. Socioeconomically Disadvantaged, Hispanic and White students comprise the group in the orange level on the suspension report. Rancho will continue to explore alternate ways to provide necessary interventions for students in lieu of suspension.
2. Students with Disabilities are in the red level. Rancho will continue to explore alternate ways to provide necessary interventions for students in lieu of suspension.

# 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		17	Orange	

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
English Learner Progress (1-12)		Orange	
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. Data shows that English Language Learners need support in transferring language skills to Language Arts curriculum. District wide, including Rancho-Starbuck, EL students need support in this area.

# 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. Rancho-Starbuck English Language Learners are making progress in language acquisition but are not showing progress in developing skills in claim areas of Language Arts. School wide focus will need to be explored to help students in this group with data showing English Learners 39.9% below standard.

2. Students with Disabilities are performing at the lowest level in the orange performance level. Strategies will need to be explored to help students grow. Current data shows Students with Disabilities 77.5 points below standard.
3. SED and Hispanic subgroups score in the green level and White students in the blue level.

# 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. Data shows that in almost all categories, Math subgroups increased. Only Asians and Two or More Races declined to grow. Both of those groups had less than 20 students each.

2. A Math focus will be on our Students with Disability subgroup who perform in the red performance level. They are 131.6 points below standard.

# School and Student Performance Data

## Detailed Report Academic Performance

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

### English Learners

Orange

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. It is a pleasure to see the academic performance report showing an increase in Math moving from below level three to above level three.
2. A slight drop in ELA is noted; however, data still shows 24.4 points above level three.

# School and Student Performance Data

## Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	5.3% suspended at least once ()

### Conclusions based on this data:

1. Based on the data, there has been a slight increase in suspensions of 1.7%
2. Alternate measures will continue to be explored to continue to reduce suspensions in all subgroups particularly Students with Disabilities.

# 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. Students with Disabilities perform in the red performance group in Math. In ELA, EL and Students with Disabilities will be a focus. Strategies and targeted interventions will be utilized to help these student groups grow.

2. Suspension rates will be an area of focus for all subgroups.
3. Chronic absentees will be a focus especially for Students with Disabilities.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

ELA/Math

### Goal Statement

By May 2019, all students in the English Learner subgroup will demonstrate growth in ELA by an increase in 10 points toward level 3 as measured by their performance on the California Assessment of Student Performance and Progress (CAASPP).

### LCAP Goal

Academic Excellence - Learning for All Students

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

### Basis for this Goal

Students in the EL subgroup were below standard on the California Dashboard in Language Arts. EL students, including current learners and reclassified students, performed in the orange performance band in ELA at 39.9 points below standard. While they maintained from the previous year, we are looking for growth to move students to the yellow band and closer to meeting standards.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA/CA Dashboard SBAC Data	English Language students are 39.9 points below level 3.	All English Language Learner students will move by a scale score of 5 toward level 3 in ELA.
Benchmark test results	2018 results on formative and summative assessments.	Targeted instruction will be tracked by current data related to skill progress with an outcome of growth on skills.

### Planned Strategies/Activities

#### Strategy/Activity 1

Staff will analyze SBAC and benchmark data to determine target areas of need.

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

English Learners

#### Timeline

September 2018 - May 2019

## Person(s) Responsible

Administration/Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Expenditure to attend SBAC data conference for IAB use and SBAC summative analysis
Source	Site Formula Funds
Budget Reference	3000-3999: Employee Benefits
Description	Expenditure to attend SBAC data conference for IAB use and SBAC summative analysis

## Strategy/Activity 2

Flex time will be used to provide additional instruction for English Learners as part of MTSS (Multi-Tiered System of Supports).

## Students to be Served by this Strategy/Activity

English Learners

## Timeline

September 2018 - May 2019

## Person(s) Responsible

Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	student rewards

## Strategy/Activity 3

Two sections of ELD will be taught using Read 180 will be used to support reading comprehension for English Learners

## Students to be Served by this Strategy/Activity

English Learners

## Timeline

September 2018 - May 2019

## Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	28,000.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	ELD support class using Read 180
<b>Amount</b>	4,362.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	ELD support class using Read 180

### Strategy/Activity 4

Additional instructional time will be offered through Saturday School and after school enrichment

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

English Learners

### Timeline

September 2018 - May 2019

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Saturday School
<b>Amount</b>	600.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Saturday School intervention hours

### Strategy/Activity 5

English Learner subgroup will be a focus in the classroom with additional classroom strategies and through a school wide initiatives focusing on vocabulary including word walls, school words of the week and additional vocabulary activities.

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

English Learners

**Timeline**

September 2018 - May 2019

**Person(s) Responsible**

Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2000.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Conference fees for teachers to learn about additional best practices and MTSS intervention strategies.
<b>Amount</b>	400.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Conference fees for teachers to learn about additional best practices and MTSS intervention strategies.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

ELA/Math/All Content Areas

### Goal Statement

Students with Disabilities will demonstrate growth in ELA and Math as measured by results on the California Assessment of Student Performance and Progress (CAASPP).

### 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

53% of 7th grade Students with Disability were Standard Not Met and 79% of 8th grade Students with Disabilities were Standard Not Met in ELA. On the Dashboard, Students with Disabilities performed in the red performance band in ELA. In Math, 51% of Students with Disabilities were Standard Not Met and 79% of 8th grade Students with Disabilities were Standard Not Met in Math. On the Dashboard, Students with Disabilities performed in the orange performance band in Math.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP results in Math	Students with Disabilities scored 131.6 points below level 3. Students in this subgroup are in the red performance level in Math.	All Students with Disabilities will improve by an increase of 10 points toward level 3 in Math.
CAASPP results in ELA	Students with Disabilities scored 77.5 points below level 3. While, this was an increase of 14.7 points, Students with Disabilities are in the orange performance level.	All Students with Disabilities will improve by an increase of 10 points toward level 3 in ELA.
Benchmark Data	2018 results on formative and summative assessments.	Targeted instruction will be tracked by current data related to skill progress with an outcome of growth on skills.

### Planned Strategies/Activities

#### Strategy/Activity 1

Staff will analyze SBAC data and benchmark data to determine target areas of need.

## Students to be Served by this Strategy/Activity

Students with Disabilities

## Timeline

October 2018 - May 2019

## Person(s) Responsible

Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Expenditure to attend SBAC data conference for IAB use and SBAC summative analysis
<b>Amount</b>	200.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Expenditure for leadership team to attend SBAC data conference for IAB use and SBAC summative analysis

## Strategy/Activity 2

Flex time will be used to provide additional instruction for Students with Disabilities as part of MTSS (Multi-Tiered System of Supports).

## Students to be Served by this Strategy/Activity

Students with Disabilities

## Timeline

October 2018- May 2019

## Person(s) Responsible

Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	student rewards

## Strategy/Activity 3

The Read 180 program will be added to the Language Arts curriculum for Students with Disabilities to support reading comprehension.

## Students to be Served by this Strategy/Activity

Students with Disabilities

## Timeline

October 2018 - May 2019

## Person(s) Responsible

Administration/Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Training for special education teachers in Read 180
<b>Amount</b>	200.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Training for special education teachers in Read 180

## Strategy/Activity 4

Strategies in the classroom and a school initiative focusing on vocabulary will be initiated in all classrooms including words of the a week, word walls and content specific vocabulary to help meet the needs of Students with Disabilities in all subjects with emphasis on ELA and Math.

## Students to be Served by this Strategy/Activity

Students with Disabilities

## Timeline

September 2018-May 2019

## Person(s) Responsible

Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Professional development of site teacher leaders in best practices for Students with Disabilities.
<b>Amount</b>	200.00
<b>Source</b>	Site Formula Funds

<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Professional development of site teacher leaders in best practices for Students with Disabilities.

### Strategy/Activity 5

All staff will meet quarterly for a "Monday Chat" with the special education team to focus on the needs of Students with Disabilities.

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

Students with Disabilities

#### Timeline

August 2018-May 2019

#### Person(s) Responsible

Teachers

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 6

Read 180 classroom libraries will be created to assist in reading comprehension.

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

Students with Disabilities

#### Timeline

November 2018-May 2019

#### Person(s) Responsible

administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000.00
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Read 180 student classroom library and teacher materials

### Strategy/Activity 7

Math teachers are providing campus wide strategies to encourage Math skills.

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

All students

#### Timeline

December 2018 - May 2019

**Person(s) Responsible**

Math teachers

**Proposed Expenditures for this Strategy/Activity**

**Amount** 1000

**Source** Site Formula Funds

**Budget Reference** 1000-1999: Certificated Personnel Salaries

**Description** Professional development for Math teachers

**Amount** 200

**Source** Site Formula Funds

**Budget Reference** 3000-3999: Employee Benefits

**Description** Training on Jo Boaler Stanford materials to increase student learning in Math.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

School Climate and Culture

### Goal Statement

It is the goal of Rancho-Starbuck to increase student engagement by continuing to create a positive, safe and nurturing school culture.

### LCAP Goal

Safe, Orderly, Positive, Respectful Learning Environment: 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 culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

### Basis for this Goal

Results of parent, student, and staff surveys were evaluated as part of the basis for this goal. The suspension rate, chronic absentee report on California Dashboard and data on school involvement were also all used as the basis for the goal.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual parent/student survey	25.7% of students strongly agree with statement "I like school" and 54.7% respond positively to "I somewhat agree".	30% of students will agree with statement " I like school".
Student forum results	35.3% strongly agree that they feel successful at school while 51.5% say the "somewhat agree".	40% of students will agree that they feel successful at school.
Student campus involvement data	15.5% of students strongly agree that students are recognized for good behavior. 41.1% somewhat agree that students are recognized for good behavior.	20% of students will agree that students are recognized for good behavior.
Chronic absentee rate	The District chronic absentee rate is 3.9% well below the state average; however, while all students are in the green category, Students with Disabilities are in the orange color band with 14.1% chronically absent.	Rancho-Starbuck will not exceed the District rate for chronic absentees with a focus on improving Students with Disabilities from orange to yellow.
Suspension rates	Rancho-Starbuck is in the orange performance level for all students in suspension rates. Students with Disabilities is in the red level and Hispanic, SED, and White students in orange.	Rancho-Starbuck will continue to be under the state average and not exceed the District average. Rancho-Starbuck will focus on increasing the performance level of Students with Disabilities from red to orange and all students from orange to yellow. .

### Planned Strategies/Activities

## Strategy/Activity 1

There will be a focus on increasing student recognition in classrooms and on campus to reward positive behavior through Starbuck rewards, Student of the Month recognition, the Rancho-Starbuck website, Social Media and other recognition opportunities.

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

All

### Timeline

August 2018 - May 2019

### Person(s) Responsible

All staff

### Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Parent-Teacher Association (PTA)
Budget Reference	4000-4999: Books And Supplies
Description	Prizes and rewards

## Strategy/Activity 2

Counselor intern program provides more social-emotional support to students

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

All

### Timeline

October 2018 - May 2019

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Amount	84000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intern counselors are on campus one day a week under the direction of our full time counselor to offer additional support to students.
Amount	1680
Source	District Funded

<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Intern counselors are on campus under the direction of our full time counselor to offer additional support to students.

### Strategy/Activity 3

Student choice will be promoted within content areas to help engage all students in the learning process

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

All

#### Timeline

October 2018 - May 2019

#### Person(s) Responsible

Administration/Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Professional development for staff in lesson development including student choice
<b>Amount</b>	400
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Professional development for staff in lesson development including student choice

### Strategy/Activity 4

Rancho-Starbuck will focus on consistency in following school wide discipline policies and use of Saturday School, Resilience for Youth program, and a Best Buddies program as an alternative to suspension particularly for Students with Disabilities. Flex Selection day will be used to further provide character building instruction.

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

All

#### Timeline

October 20178- May 2019

#### Person(s) Responsible

Administration/Teachers/Counselor

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
---------------	------

<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase of material for Resilience for Youth and rewards

### Strategy/Activity 5

Rancho-Starbuck will continue to explore ways to involve all students in campus life and encourage attendance through rewards, activities to engage students.

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

All

#### Timeline

September 2018-May 2019

#### Person(s) Responsible

Administration/Staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Expenditures related to new activities on campus to engage students

### Strategy/Activity 6

Mindful Monday takes place each Monday for students to help reduce stress and set goals for the week along with promoting positive attitudes and attendance.

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

All

#### Timeline

September 2018-May 2019

#### Person(s) Responsible

Counselor

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Site Formula Funds
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase of relaxation apps and Yoga mats for Mindful Monday.

### Strategy/Activity 7

A new Flex log and REACH Record is being piloted by the counselor using a new Counselor Google Classroom to encourage reflective thinking and goal setting.

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

ALL

### Timeline

September 2018-May 2019

### Person(s) Responsible

Counselor

### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	awards for use of Reach Record and Flex logs

### Strategy/Activity 8

Khan Academy resources on high school and college planning are being integrated into the Counselor Corner Google classroom to encourage success on campus and in the future.

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

All

### Timeline

October 2018-May 2019

### Person(s) Responsible

Counselor

### Proposed Expenditures for this Strategy/Activity

Amount	0
--------	---

### Strategy/Activity 9

Parent Nights will be continued and student assemblies to promote social-emotional well being and Digital Citizenship will be initiated.

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

All

### Timeline

September 2019-May 2020

### Person(s) Responsible

Administration/Counselor

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Parent prizes and student incentive awards

### Strategy/Activity 10

Student Math success will be a focus as we provide rewards, incentives and motivation for students.

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

All

### Timeline

October 2018-May 2019

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	Donations
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	rewards

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 1

By May 2018, the percentage of students who meet or exceed the state standard in Math will increase by 3% from 54.5% to 57.5% as measured by results on the California Assessment of Student Performance and Progress (CAASPP).

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CASSPP Results	Increase in overall Math results on state assessment	53.45% Met or Exceeded Standard; however, in 2016 students were 8.1 points below level three. Students in 2017 were 3.6 points above level three. Overall student performance increased 11.6 points.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will analyze assessment questions to target Concepts and Procedures.	This goal was accomplished	All teacher salaries covered by District monies. None Specified	All teacher salaries covered by District monies. None Specified
Khan Academy will be used a minimum of 30 minutes per week to help students master concept.	Students used Khan Academy as an intervention throughout the year.	No cost None Specified	No cost None Specified
IAB and ICA (Interim Comprehensive Assessment) results will be used to drive instruction towards higher mastery of all skills.	IAB benchmarks were utilized. ICA's were not due to time restraints.	No cost None Specified	No cost None Specified
Student data will be reviewed monthly during Professional Learning Community meetings.	This goal was accomplished.	No cost None Specified	No cost None Specified
Interventions will be provided during the school day for those in the Standard Nearly Met band.	Flex classes were used for this purpose.	None Specified None Specified	4000-4999: Books And Supplies 300
Teachers will focus on our Socio-Economically Disadvantaged subgroup and chart progress of those students on	There was not consistency in goal completion.	All teacher salaries covered by District monies. None Specified	All teacher salaries covered by District monies. None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
benchmarks and class activities.			
Math teachers will examine claim and target SBAC data to drive instruction and intervention.	Goal completed.	All teacher salaries covered by District monies. None Specified	All teacher salaries covered by District monies. None Specified
Science will apply Math skills through incorporating many math concepts. Focus will include solving real-life mathematical problems involving angle measure, area, surface area and volume as noted as an area of weakness on SBAC.	Goal completed.	No cost None Specified	No cost None Specified
Science teachers will examine SBAC data related to SED subgroup to target instruction.	Goal completed	All teacher salaries covered by District monies. None Specified	All teacher salaries covered by District monies. None Specified
PE students will do heart and BMI calculations to support the math goal.	Goal completed	No cost None Specified	No cost None Specified
Math teachers will focus on target area of solving real-life mathematical problems involving angle measure, area, surface area and volume due to an area of weakness noted on SBAC target data.	Goal completed	All teacher salaries covered by District monies. None Specified	All teacher salaries covered by District monies. None Specified
Teacher Professional Development	Math teachers began a training through Stanford University. Not completed.	A proposed expenditure was not calculated in 2017. 1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries General Fund 750.00  3000-3999: Employee Benefits 150.00

## Analysis

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

Overall, the action steps were implemented and/or adjusted as the needs changed.

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

Rancho-Starbuck is pleased to see growth in almost every area for Math. In looking at the Status and Change Report for Math, all but two subgroups improved in Math. The All Student category resulted in Green on the Dashboard. .

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

No differences noted.

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 not be used for 2018-2019. Instead, a focus on specific subgroups related to Math can be found in Goal 1 and Goal 3.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 2

By May 2017, Rancho-Starbuck will analyze effectiveness of CSI Flex classes through a focus on data collection of CSI as measured by student growth results on data collected.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Collection of data after each flex session.	Student success on learning targets will increase.	

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will collect pre-post data on students in CSI classes.	Goal completed.	All teacher salaries covered by District monies. None Specified	All teacher salaries covered by District monies. None Specified
All core departments will review collection of data and submit data to staff coordinator.	Goal completed.	No cost None Specified	No cost None Specified
Staff coordinator will analyze data and present it to the staff.	Goal completed.	1000-1999: Certificated Personnel Salaries District Funded 1500 3000-3999: Employee Benefits District Funded 300	1000-1999: Certificated Personnel Salaries District Funded 1500 3000-3999: Employee Benefits District Funded 300
Leadership team and staff will review results and implement any needed changes.	Staff reviewed results presented.	All teacher salaries covered by District monies. None Specified	All teacher salaries covered by District monies. None Specified

## Analysis

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

Successful implementation of this goal through a staff member collecting data and analyzing the data to present to the staff.

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

Flex had not been evaluated in this manner and gave us data to show that our program was effective in helping students with skills.

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

None

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 will not be a goal but has become part of our regular yearly steps in implementation of Flex.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 3

By May 2018, all classrooms will use Chromebooks as part of instruction to increase student engagement and achievement. Staff members will provide support and staff development to colleagues to continue to increase technology use on campus as measured by professional development agendas, tech support documents, classroom observation and number of classrooms overall using chromebooks.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of classrooms with chromebook carts	All rooms will have access to chromebook carts.	All classrooms now have carts.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Chromebook teachers will attend district staff development throughout the 2017-2018 school year.	Goal completed.	1000-1999: Certificated Personnel Salaries District Funded 3000-3999: Employee Benefits District Funded	1000-1999: Certificated Personnel Salaries District Funded 3000-3999: Employee Benefits District Funded
Teachers will meet quarterly to discuss progress and concerns regarding implementation.	Goal completed.	All teacher salaries covered by District monies. None Specified	All teacher salaries covered by District monies. None Specified
On site teachers will provide professional development and classroom visitations for interested staff members.	Goal completed.	No cost None Specified	No cost None Specified
Rancho's Chromebook leaders will continue to provide professional development and tech talks to teachers for Study Sync, Google classroom and additional items at teacher request.	Goal completed.	No cost None Specified	No cost None Specified

## Analysis

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

District purchases through a systematic method provided training and carts to all teachers.

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

The method was effective as professional development was also provided.

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

None

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 will not be a goal for 2018-2019 as it has been accomplished.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 4

The percentage of 7th grade ELA students who meet or exceed standards will increase by 3% from 67% to 70% and the percentage of 8th grade Language Arts students who meet or exceed standards will increase by 7% from 58% to 65% as measured by CAASPP data.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Results	Increase of 3% by 7th and an increase of 7% for 8th was expected result.	62.89% of students in 7th grade scored Standard Exceeded or Standard Met. This was below the outcome set. 65.44% of 8th students scored Standard Exceeded or Standard Met. This met the goal set for 8th grade.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA teachers will analyze SBAC data in order to focus on the claim and target areas in Reading and Listening as noted from the SBAC results.	Goal complete.	All teacher salaries covered by District monies. None Specified	All teacher salaries covered by District monies. None Specified
SED subgroup data will be analyzed to form support strategies for students in SED subgroup.	Goal complete.	No cost None Specified	No cost None Specified
ELA teachers will use ICA's to track progress and revise instruction.	ICA's were not given due to time constraints for testing.	No cost None Specified	No cost None Specified
Interventions will be provided during the school day for students falling in the Standard Not Met band. Ongoing interventions will provide student support.	Goal complete.	No cost None Specified	No cost None Specified
Social Studies teachers will support Literacy by engaging in reading from many sources and utilize strategies in academic vocabulary development,	Goal complete.	No cost None Specified	No cost None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
cloze reading annotation, collaborative reading. Claim area of listening will be supported through focus on following directions.			
Science will support Literacy by providing close and collaborative reading and support Listening claim by focusing on following directions.	Goal complete.	No cost None Specified	No cost None Specified
Social Studies and Science Departments will analyze student data on SBAC in area of Literacy to target students in SED subgroup.	Goal complete.	No cost None Specified	No cost None Specified

## Analysis

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

The overall implementation was complete; however, our tracking of progress of SED students could be more thorough with follow through strategies more specific.

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

Rancho-Starbuck is still working to implement successful strategies to raise student scores in Listening and Speaking and Reading Comprehension for certain subgroups.

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

None

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 ELA goal will change to focus on specific subgroups as part of an overall focus on the subgroup particularly Listening and Reading Comprehension and a focus of growth and distance from three.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 5

Rancho-Starbuck will develop a comprehensive Pre AP/IB program to further provide challenging academic opportunities for students as measured by course offerings, academy requirements and publicized materials for the 2018-2019 school year.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Enrollment of students in Pre-AP/IB Program	With the onset of a new program, our expectation was that the program might be small. No certain number was expected.	55 students are enrolled for the 2018-2019 school year.

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School personnel will create pathway opportunities with our feeder schools to provide high school credit for students participating in the program	High school credit was not agreed upon but high school placement was affected in certain programs.	All teacher salaries covered by District monies. None Specified	All teacher salaries covered by District monies. None Specified
Course offerings in honors will expand to include visual and performing arts along with Computer Science, Language Arts and Math.	Goal complete.	No cost None Specified	No cost None Specified
Rancho-Starbuck will become an Advanced Placement testing site for Computer Science.	Goal complete.	4000-4999: Books And Supplies District Funded 1500	4000-4999: Books And Supplies District Funded 1500
Instruction will be aligned to course requirements for Pre AP/IB.	Goal complete.	No cost None Specified	No cost None Specified
Teachers involved in the program will be provided professional development.	Not provided.	None Specified	No cost None Specified
Academy criteria will be developed to increase school and community service opportunities and extension activities for students in the Pre AP/IB academy.	Goal complete.	No cost None Specified	No cost None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Student recognition opportunities will be initiated for academy students.	Planned and developed recognition opportunities to be implemented 2018-2019 school year.	No cost None Specified	No cost None Specified

## Analysis

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

Staff began a process of discussion to design this new program. After many months and discussion, the vision was formed. Parents and students were invited to informational sessions in to understand the

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

The Academy and Conservatory are off to a very successful start for the year and the careful planning and implementation thus far have been a great success.

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

None

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.

With full implementation this year, the goal will not be needed.

# 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	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

## Allocations by Funding Source

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

## Expenditures by Funding Source

Funding Source	Amount
District Funded	121,642.00
Donations	5,500.00
Parent-Teacher Association (PTA)	1,000.00
Site Formula Funds	19,600.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	125,000.00
3000-3999: Employee Benefits	8,242.00
4000-4999: Books And Supplies	9,500.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	115,000.00
3000-3999: Employee Benefits	District Funded	6,642.00
4000-4999: Books And Supplies	Donations	5,500.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	10,000.00
3000-3999: Employee Benefits	Site Formula Funds	1,600.00
4000-4999: Books And Supplies	Site Formula Funds	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	5,000.00

# 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
Linda Takacs	Principal
Mrs. Andrade	Parent or Community Member
Mrs. Green	Parent or Community Member
Mr. Aguilar	Parent or Community Member
Mr. Nava	Parent or Community Member
Mrs. Reyes	Parent or Community Member
Mr. Huff	Classroom Teacher
Mrs. Kato	Classroom Teacher
Mrs. Miller	Classroom Teacher
Miss Takacs	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12/12/2018.

Attested:

Principal, Linda Takacs on

SSC Chairperson, Mrs. Andrade 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](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