

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rodeo Hills Elementary School	07616976003701		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The principal will meet with groups of teachers and staff to discuss the needs of our school, review survey data from parents, students and staff and meet with the School Site Council to determine how the Title I funds will be allocated. The School Site Council will also discuss and analyze the effectiveness of the Title I and Title III programs in improving academic outcomes for students.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff, Students and Parents were asked to complete the Healthy Kids Survey.

Student results are as follows:

81% of students surveyed believed that they had caring adult relationships which is up from 50% from last year.

78% of students surveyed feel safe at school.

44% of students surveyed believed that teachers and staff make an effort to get to know them.

50% of students surveyed believed they were given a chance to solve school problems.

Based on the student responses, we need to work on teachers and staff building strong relationships with students and giving students more of a say when solving school problems.

Parent results are as follows:

90% of parents surveyed believed that the adults at school really care about the students.

80% of parents surveyed believed that the school encourages parents to be an active partner.

42% of parents surveyed perceive the school to have a large/somewhat large issue with bullying/harassment.

Based on the parent responses, we need to work on teaching students about bullying and how to treat others with kindness and respect.

Staff results are as follows:

76% of staff surveyed believed adults at school ensure a safe and supportive environment for students.

71% of staff surveyed believed the school promotes trust and collegiality among the staff.

56% of staff surveyed believed students treat each other with respect.

Based on the staff responses, we need to work promoting kindness and respect among our students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Both the administrator and TOSA walk through classrooms a minimum of once a week looking for specific instructional practices. The data collected by the team is sent to the teachers and used to help build the capacity of the teachers and staff. In addition to walking the classrooms together, both the principal and TOSA goes into classrooms a minimum of four times a week and gives teachers specific feedback on their instruction to help them build their instructional capacity. Once a month the superintendent and principal walk through classrooms together looking for evidence of what is being worked on in our current professional development cycle.

This year we have found most teachers working hard to implement small group instruction in their class focusing specifically on designated ELD. We have also seen evidence of AVID strategies (WICOR) for those teachers who attended the AVID summer institute last year. We would like to continue working with teachers to support them in using specific data to drive their instruction, track data and give teachers more strategies on engaging students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP scores are reviewed and shared with the staff. Only 29.12% of our students met or exceeded standards in ELA. Only 26.25% met or exceeded standards in Math.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Rodeo Hills uses Running Records as an early screener for all students two times per year. We also use Accelerated Reader STAR tests for reading levels for students in grades 2-5 monthly. For our students in TK-2 grade we use ESGI monthly. For math, we administer MARS tasks at the end of the year as well as district created math assessments for each trimester. Writing, we use ON Demand Writing assessments and rubrics from Lucy Calkins.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Not meeting performance goals. We have 2 teachers who did not meet all the ESEA requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Meeting performance goals

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff has been trained to use multiple methods and collecting evidence to meet the CCSS. Meeting Performance goals

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers meet monthly as a group and twice a month in grade level teams. They also meet in a Cross-Grade-Level groups once a month which focuses on a topic such as building school climate, reading and writing workshop, and SVMII math strategies. Progress towards meeting performance goals.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in grade level groups twice per month. Progress towards meeting performance goals.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum and instructional materials are aligned to CCSS. meeting performance goals

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Meeting performance goals

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

This year we have begun the process of working with teachers and staff to provide more instructional time for intervention. Teachers have been trained on UDL and we would like to continue the training again next year. Not meeting performance goals.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Meeting performance goals

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

NA

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Reading intervention is offered to students in K-3rd grade. iRead, Read Well, and Language Live! will be used for intervention

Evidence-based educational practices to raise student achievement

In Progress towards meeting Performance Goals. Teachers have been trained in UDL and have begun to implement small group instructional practices to better support all students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Rodeo Hills hosts a variety of family events. We also have an active PTA. We have five elected members of the school site council. In this area it is evident that we need more parent involvement. We would like to do better at eliminating these barriers for parents and offer services that will support their participation. Not meeting performance goals, but in progress

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

NA

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

AVID training, Orton Gillingham training for teachers, trauma informed practices training

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The principal met with the PBIS team on Friday, May 1st to discuss the attendance and positive culture goal. We discussed that while our chronically absent numbers have improved, we stayed stable in our moderately absent students. We created two new goals for both attendance and a positive climate and culture, wanting to see better behavior in the cafeteria. The principal met on May 5, 2020 with the Leadership team to discuss the remainder of the goals and discussed new goals and supports in how to achieve these goals.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.14%	0.65%	0.17%	6	4	1
African American	17.99%	14.66%	14.17%	95	90	84
Asian	9.47%	10.42%	10.62%	50	64	63
Filipino	9.09%	8.96%	9.11%	48	55	54
Hispanic/Latino	33.33%	36.97%	38.28%	176	227	227
Pacific Islander	0.19%	0.16%	0.17%	1	1	1
White	14.02%	13.52%	13.83%	74	83	82
Multiple/No Response	14.77%	14.66%	13.66%	78	90	81
Total Enrollment				528	614	593

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	92	97	89
Grade 1	109	89	101
Grade 2	102	105	84
Grade3	98	101	94
Grade 4	95	101	94
Grade 5	1	87	108
Total Enrollment	497	580	570

Conclusions based on this data:

1. We have the highest number of students who identify as Latino and the number of students continues to rise.
2. Our enrollment is fairly consistent.
3. Our Asian population has increased slightly since the 2016-2017 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	161	161	152	25%	26%	26%
Fluent English Proficient (FEP)	6	6	7	1%	1%	1%
Reclassified Fluent English Proficient	12	12	29	2%	2%	5%

Conclusions based on this data:

1. The number of reclassified students have increased since last year.
2. The percentage of English Learners has stayed constant for the past two years.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	110	111	110	108	108	108	108	108	108	98.2	97.3	98.2
Grade 4	108	107	100	104	106	99	104	106	98	96.3	99.1	99
Grade 5	119	102	114	119	101	110	119	101	110	100	99	96.5
All	337	320	324	331	315	317	331	315	316	98.2	98.4	97.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2383.	2359.	2373.	21.30	8.33	9.26	9.26	13.89	13.89	24.07	21.30	27.78	45.37	56.48	49.07
Grade 4	2429.	2448.	2427.	13.46	19.81	17.35	17.31	20.75	11.22	27.88	22.64	27.55	41.35	36.79	43.88
Grade 5	2449.	2455.	2471.	11.76	14.85	14.55	20.17	18.81	20.91	16.81	19.80	23.64	51.26	46.53	40.91
All Grades	N/A	N/A	N/A	15.41	14.29	13.61	15.71	17.78	15.51	22.66	21.27	26.27	46.22	46.67	44.62

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	18.52	9.26	9.26	29.63	33.33	44.44	51.85	57.41	46.30	
Grade 4	11.54	14.15	15.31	46.15	49.06	38.78	42.31	36.79	45.92	
Grade 5	12.61	11.88	18.18	38.66	40.59	46.36	48.74	47.52	35.45	
All Grades	14.20	11.75	14.24	38.07	40.95	43.35	47.73	47.30	42.41	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.04	5.56	7.41	47.22	36.11	35.19	40.74	58.33	57.41
Grade 4	15.38	17.92	13.54	52.88	49.06	50.00	31.73	33.02	36.46
Grade 5	16.24	16.00	20.91	35.04	40.00	42.73	48.72	44.00	36.36
All Grades	14.59	13.06	14.01	44.68	41.72	42.36	40.73	45.22	43.63

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.04	7.41	10.19	55.56	50.00	56.48	32.41	42.59	33.33
Grade 4	6.73	8.49	10.20	53.85	70.75	68.37	39.42	20.75	21.43
Grade 5	14.29	7.92	14.55	49.58	52.48	55.45	36.13	39.60	30.00
All Grades	11.18	7.94	11.71	52.87	57.78	59.81	35.95	34.29	28.48

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.81	10.19	12.96	46.30	42.59	43.52	38.89	47.22	43.52
Grade 4	13.46	22.64	12.24	53.85	48.11	41.84	32.69	29.25	45.92
Grade 5	15.13	19.80	18.18	44.54	40.59	40.91	40.34	39.60	40.91
All Grades	14.50	17.46	14.56	48.04	43.81	42.09	37.46	38.73	43.35

Conclusions based on this data:

1. The number of students who performed overall in standard not met decreased.
2. There was an increase in students performing at or above the standard in Reading.
3. There was a significant increase in the percentage of students who met or nearly met the standards in listening.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	110	111	110	107	108	109	107	108	109	97.3	97.3	99.1
Grade 4	108	107	100	106	106	99	106	106	99	98.1	99.1	99
Grade 5	119	102	114	119	101	112	119	101	112	100	99	98.2
All	337	320	324	332	315	320	332	315	320	98.5	98.4	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2386.	2367.	2382.	9.35	4.63	9.17	25.23	18.52	18.35	18.69	25.00	19.27	46.73	51.85	53.21
Grade 4	2429.	2451.	2435.	7.55	16.98	8.08	21.70	20.75	21.21	30.19	27.36	32.32	40.57	34.91	38.38
Grade 5	2448.	2443.	2443.	11.76	6.93	8.04	6.72	9.90	14.29	27.73	25.74	22.32	53.78	57.43	55.36
All Grades	N/A	N/A	N/A	9.64	9.52	8.44	17.47	16.51	17.81	25.60	26.03	24.38	47.29	47.94	49.38

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	17.76	9.26	19.27	25.23	31.48	22.94	57.01	59.26	57.80	
Grade 4	13.21	18.87	12.12	28.30	32.08	35.35	58.49	49.06	52.53	
Grade 5	14.29	10.89	8.04	23.53	18.81	27.68	62.18	70.30	64.29	
All Grades	15.06	13.02	13.13	25.60	27.62	28.44	59.34	59.37	58.44	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.89	7.41	12.84	39.25	40.74	37.61	44.86	51.85	49.54
Grade 4	10.38	19.81	10.10	44.34	37.74	50.51	45.28	42.45	39.39
Grade 5	12.61	10.89	9.82	35.29	29.70	37.50	52.10	59.41	52.68
All Grades	12.95	12.70	10.94	39.46	36.19	41.56	47.59	51.11	47.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.95	9.26	11.93	42.99	48.15	41.28	42.06	42.59	46.79
Grade 4	13.21	22.64	12.12	42.45	37.74	49.49	44.34	39.62	38.38
Grade 5	10.92	4.95	9.01	40.34	42.57	38.74	48.74	52.48	52.25
All Grades	12.95	12.38	10.97	41.87	42.86	42.95	45.18	44.76	46.08

Conclusions based on this data:

1. 73% of the third through fifth grade students are scoring below the standard in Math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1424.4		1437.8		1392.9		29
Grade 1		1441.0		1460.2		1421.4		28
Grade 2		1475.2		1491.4		1458.5		23
Grade 3		1481.0		1481.6		1479.9		20
Grade 4		1519.1		1525.3		1512.4		28
Grade 5		1537.3		1535.3		1538.8		24
All Grades								152

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		10.34		37.93		41.38		10.34		29
1		10.71		21.43		53.57		14.29		28
2		8.70		47.83		39.13		4.35		23
3		5.00		50.00		30.00		15.00		20
4		28.57		53.57		10.71		7.14		28
5		29.17		41.67		25.00		4.17		24
All Grades		15.79		41.45		33.55		9.21		152

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		27.59		44.83		20.69		6.90		29
1		14.29		50.00		25.00		10.71		28
2		26.09		47.83		26.09		0.00		23
3		20.00		55.00		10.00		15.00		20
4		60.71		32.14		7.14		0.00		28
5		45.83		45.83		8.33		0.00		24
All Grades		32.89		45.39		16.45		5.26		152

Written Language										
Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		6.90		24.14		55.17		13.79		29
1		10.71		14.29		35.71		39.29		28
2		0.00		26.09		52.17		21.74		23
3		0.00		15.00		55.00		30.00		20
4		10.71		25.00		46.43		17.86		28
5		8.33		33.33		45.83		12.50		24
All Grades		6.58		23.03		48.03		22.37		152

Listening Domain								
Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		24.14		68.97		6.90		29
1		25.00		71.43		3.57		28
2		26.09		73.91		0.00		23
3		5.00		65.00		30.00		20
4		39.29		53.57		7.14		28
5		20.83		62.50		16.67		24
All Grades		24.34		65.79		9.87		152

Speaking Domain								
Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		31.03		55.17		13.79		29
1		17.86		71.43		10.71		28
2		17.39		82.61		0.00		23
3		70.00		25.00		5.00		20
4		71.43		28.57		0.00		28
5		79.17		20.83		0.00		24
All Grades		46.71		48.03		5.26		152

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		3.45		86.21		10.34		29
1		17.86		42.86		39.29		28
2		0.00		69.57		30.43		23
3		5.00		40.00		55.00		20
4		7.14		71.43		21.43		28
5		20.83		58.33		20.83		24
All Grades		9.21		62.50		28.29		152

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		31.03		37.93		31.03		29
1		7.14		64.29		28.57		28
2		8.70		82.61		8.70		23
3		0.00		90.00		10.00		20
4		7.14		78.57		14.29		28
5		20.83		75.00		4.17		24
All Grades		13.16		69.74		17.11		152

Conclusions based on this data:

1. 40% of our EL students are a level 3 on the ELPAC.
2. Oral language and Written language are two areas students need more support in.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
654	66.1	23.2	0.6

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	152	23.2
Foster Youth	4	0.6
Homeless	15	2.3
Socioeconomically Disadvantaged	432	66.1
Students with Disabilities	95	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	95	14.5
American Indian	1	0.2
Asian	71	10.9
Filipino	64	9.8
Hispanic	245	37.5
Two or More Races	86	13.1
Pacific Islander	1	0.2
White	88	13.5





Conclusions based on this data:

1. Rodeo Hills Elementary School has a high number of students (66%) who are socioeconomically disadvantaged.
2. There is a high number of students who are classified as students with disabilities (14.5%).
3. Our largest racial/ethnic student group is Hispanic at 37.5% of our student population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Orange</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Orange</p>		

Conclusions based on this data:

1. Rodeo Hills Elementary suspension rate is in the green, which means fewer students are being suspended.
2. We are not in the red in any area of the overall performance for all students.
3. We as a school need to boost our academic instruction in Mathematics

School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>42.3 points below standard</p> <p>Increased ++3.3 points</p> <p>299</p>	<p>English Learners</p> <p>Orange</p> <p>36.6 points below standard</p> <p>Maintained ++1.8 points</p> <p>89</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>53.3 points below standard</p> <p>Maintained ++1.7 points</p> <p>210</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>107.6 points below standard</p> <p>Increased Significantly ++27.1 points 62</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 106.2 points below standard Maintained -0.6 points 40	 No Performance Color 0 Students	 No Performance Color 43.4 points below standard Declined Significantly -32.8 points 28	 Yellow 9.4 points above standard Declined -3.1 points 35
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 38.1 points below standard Increased Significantly ++10.5 points 120	 Orange 45.3 points below standard Declined Significantly -30.4 points 32	 No Performance Color 0 Students	 Yellow 33.9 points below standard Increased ++5.4 points 43

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.5 points below standard Declined Significantly -17 points 62	55.2 points above standard Declined Significantly -45.5 points 27	45.8 points below standard Increased ++4.1 points 205

Conclusions based on this data:

1. Our African American students maintained their scores at a very low level (106.2 points below standard). As a staff we need to do a better job at ensuring our African American students gain a better grasp on the instructional materials.
2. Our English Learners increased by 1.8 points being 36.6 points below the standard. Teachers seem to be reaching our EL students and it would benefit the students if teachers pulled them in a small group to help them gain a clearer understanding of the material.
3. Our English Learners declined significantly and need more support by teachers teaching designated ELD in small groups.

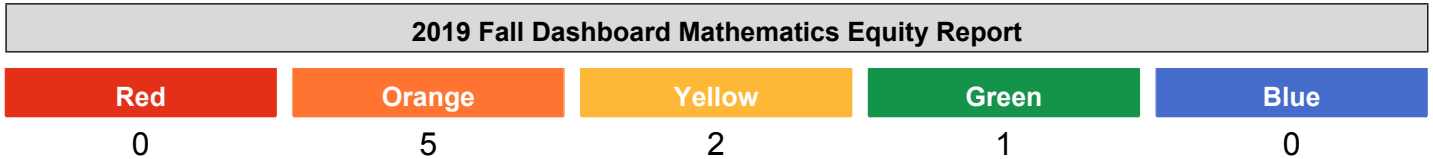
School and Student Performance Data

Academic Performance Mathematics







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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 60 points below standard Maintained ++0.3 points 298	<p>English Learners</p>  Yellow 51.8 points below standard Increased ++5.3 points 89	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p>  Orange 70.8 points below standard Maintained -0.6 points 210	<p>Students with Disabilities</p>  Orange 119.3 points below standard Increased Significantly ++23 points 61

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 125 points below standard Increased ++4.7 points 40		 No Performance Color 34 points below standard Maintained -2.4 points 28	 Green 6.2 points below standard Increased ++12 points 35
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 68.1 points below standard Increased ++4.4 points 119	 Orange 42 points below standard Declined Significantly -16.6 points 32		 Orange 47.3 points below standard Declined Significantly -15.6 points 43

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85 points below standard Declined -11.9 points 62	24.6 points above standard Declined Significantly -23.7 points 27	63.8 points below standard Maintained -1 points 204

Conclusions based on this data:

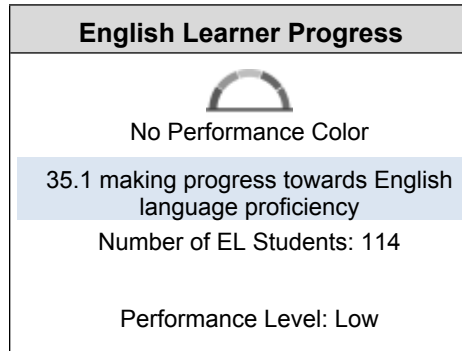
1. For the "All Students" categories, students either maintained or increased. This is going in the correct trajectory, and we need to continue to increase student growth in math.
2. Our African American student subgroup increased by 4.75 points.
3. Our English Learner and Reclassified English Learner subgroups' declined significantly.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
38	36	12	28

Conclusions based on this data:

- 38% of English Learners decreased one level. With the use of designated ELD given in small groups students will be able to increase their level.
- 28% of the ELs increase one level. We are moving in the right direction.

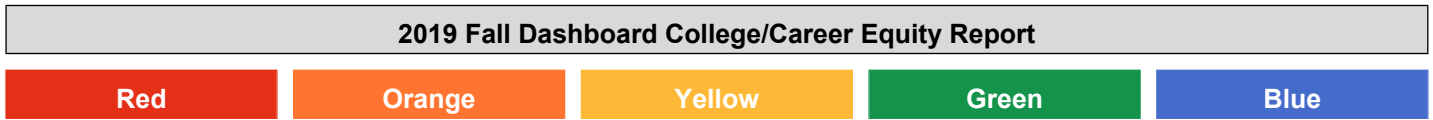
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- This does not apply to Rodeo Hills Elementary School.

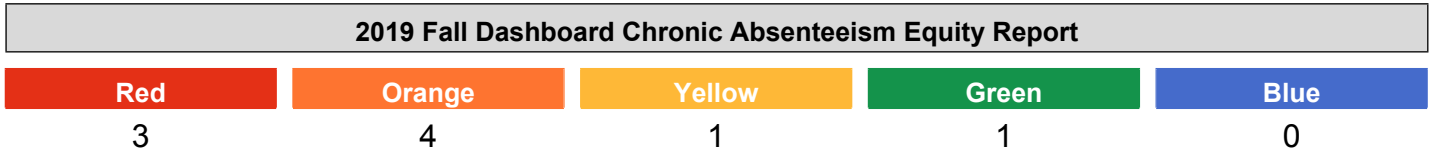
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 17.8 Increased +1 685	<p>English Learners</p>  Red 12.7 Increased Significantly +6.6 181	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color 38.9 Declined -4 18	<p>Socioeconomically Disadvantaged</p>  Orange 19.3 Increased +1.5 487	<p>Students with Disabilities</p>  Red 25.2 Increased +4.6 107

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange	 No Performance Color	 Green	 Orange
29.8	Less than 11 Students - Data Not Displayed for Privacy	2.8	13.4
Declined -1.3	1	Declined -6	Increased +10.2
104		72	67
Hispanic	Two or More Races	Pacific Islander	White
 Red	 Yellow	 No Performance Color	 Orange
19.4	11.2	Less than 11 Students - Data Not Displayed for Privacy	19.6
Increased Significantly +4.4	Declined -5.4	2	Increased +3.6
258	89		92

Conclusions based on this data:

- Approximately 17% of our student population is chronically absent. Of that 17%, 31% of those students are African American.
- The African American, Asian and Hispanic subgroups all increased their percentage of being chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

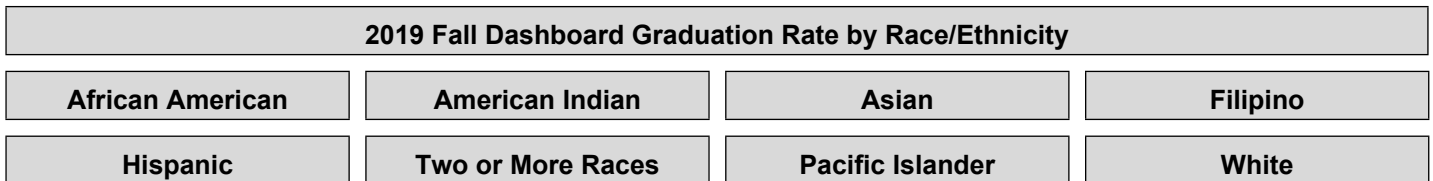
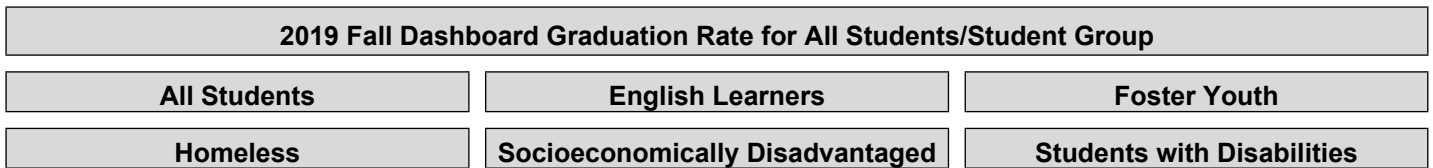
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

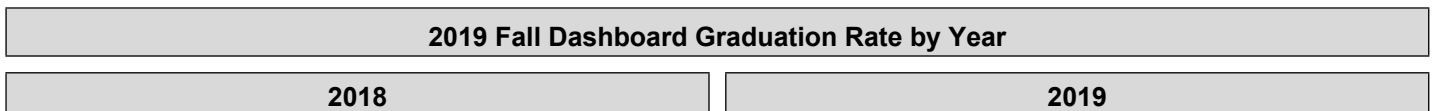
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. This does not apply to Rodeo Hills Elementary School.

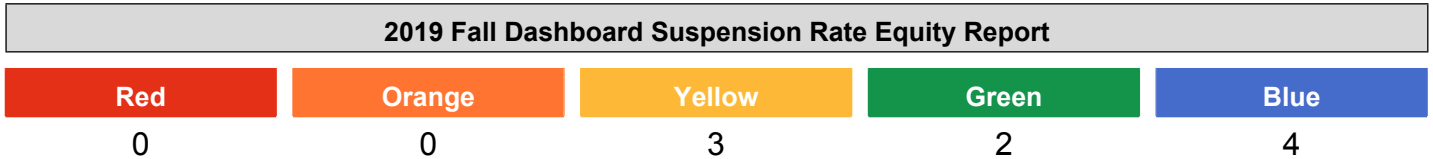
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 1.2 Declined Significantly -1.2 694	<p>English Learners</p>  Blue 0 Maintained 0 181	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4
<p>Homeless</p>  No Performance Color 16.7 Increased +9.5 18	<p>Socioeconomically Disadvantaged</p>  Green 1.6 Declined Significantly -1.2 492	<p>Students with Disabilities</p>  Yellow 5.5 Declined -2.3 110

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 3.7 Declined -1.9 109	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 72	 Blue 0 Maintained 0 67
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.8 Declined -0.5 260	 Blue 0 Declined -3.9 89	 No Performance Color Less than 11 Students - Data 2	 Yellow 2.1 Maintained 0 94

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.4	1.2

Conclusions based on this data:

- Our suspension rate has decreased from 2.4% in 2018 to 1.2 in 2019.
- Our African American subgroup has declined by 1.9 points.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 1: Academic Performance

LEA/LCAP Goal

Goal 1: To improve overall student academic performance and reduce the achievement gap between the district's highest and lowest performing students.

Goal 1

All students will make one year growth in reading as measured by Running Records, Star Reading and ESGI.

Identified Need

71% of the students in grades 3-5 are not meeting the standard in English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ESGI, Star Reading Assessments and Running Records	71% of the students are not meeting the standard on the CAASPP assessment in ELA.	Students will make one year growth in reading as measured by Running Records, Star Reading and ESGI

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Nine teachers and staff will participate in an AVID summer institute. They will use the information they gain to provide professional development to teachers on WICOR strategies to improve instruction in Reading and Writing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8,500	Title I Part A: Professional Development (PI Schools) 5800: Professional/Consulting Services And Operating Expenditures AVID Training & Professional Development
	LCFF 5800: Professional/Consulting Services And Operating Expenditures AVID Training & Membership

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in grades K-2.

Strategy/Activity

We will hire an Intervention Specialist working with teachers to identify and provide extra support for students in the area of reading and writing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100,000	Title I 2000-2999: Classified Personnel Salaries Reading Intervention Teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3. We will provide technology devices and training for teachers and students to use on a regular basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I Technology

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

RHES will pilot the Wonders ELA curriculum. With the pilot will be professional development on how to implement the program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title II Part A: Improving Teacher Quality

Professional Development and growth

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Last year with the support of the intervention specialist we were able to see students who were below grade-level in reading throughout grades 1-3. Students who saw the intervention specialist increased their letter and sound recognition as well as their ability to decode word phonetically. With the new Wonders curriculum pilot we are hoping to see an increase of students reading comprehension and phonemic awareness. Those teachers who went to the AVID training last year provided professional development to all of the teachers each month during our monthly staff meetings. The strategies learned in the meetings were then taken back and attempted in the classrooms.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The only major difference between the intended implementation is the pilot of the Wonders program. This expenditure costs very little due to it being a pilot year.

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.

As stated above the changes to this goal are only with the pilot of the Wonders curriculum.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Coordination of Services

LEA/LCAP Goal

Goal 5: To raise achievement levels for those students identified as either 504 or Special Education (IDEA) eligible and to better serve the unduplicated pupils that are within that group.

Goal 2

We will coordinate and provide services, including mental health, family/community outreach, and intervention that will meet the behavioral and emotional needs of all students as measured by COST Team referral data and mental health services data.

Identified Need

66% of the students at Rodeo Hills are classified as socioeconomically disadvantaged, we have a high number of students who need counseling support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
COST team referral data and counseling referral data	45 students were seen by counselors this year and COST discussed and made suggestions for 60 students.	There will be increase in the number of students served by the counselors and with the support of COST and the behaviorist students will be given the supports they need to be successful.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Coordinate, monitor and support services for identified students through COST.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
82,000	LCFF Behaviorist
37,000	LCFF Resource teacher .5
110,000	District Funded 1000-1999: Certificated Personnel Salaries Resource teacher 1.5
18,000	Title I BACR Counseling Interns

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2. Provide research-based instruction and intervention for all students in ELA and math. This includes implementation and use of i-Read and Language Live! and necessary technology components as well as AVID strategies. We will have 100% implementation in all classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality Professional Development-UDL
	AVID Professional Development- Teacher lead during monthly meetings.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3. All teachers will look at grade-level specified data to drive their instruction. They will select key standards to focus on learning and data collection to ensure all students achieves success in the key standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Title I Part A: Professional Development (PI Schools) Professional Development- Leader in Me (Academics and Data tracking)
	Professional Development- looking at data to drive instruction.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Last year there were 46 SSTs held with parents and classroom teachers, 43 COST Referrals submitted, 46 students seen by counselors regularly, and 42 students currently receiving reading intervention services by the reading specialist. Each month the AVID trained teachers would provide professional development around a different AVID strategy that teachers were encouraged to implement in their classroom, the Lighthouse team trained teachers monthly around the 7 habits and have been trained by the Leader in Me coach around aligning academics. She has also provided grade level coaching around the Leader in Me program.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no differences between last year's goal and this year's goal.

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

No changes made at this time.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

Goal 4: To increase student engagement through CCSS aligned instruction, the offering of enrichment programs, and enhance school climate through increased campus supervision and safety, and parental awareness/participation.

Goal 3

We will decrease office disciplinary referrals by 50 and increase positive referrals from teachers to one per month per teacher. Due the high number of disciplinary referrals during lunchtime we will increase positive behavior in cafeteria by increasing positive interactions with lunch and cafeteria staff.

Identified Need

With many of our students coming from neighborhoods where trauma is prevalent, our students need to feel safe and supported and need to be taught regulation techniques to help them build better and stronger relationships with one another.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Positive Referrals and Office disciplinary referrals	357 office referrals and 94 Positive Referrals	Decrease the office referrals to 250 and increase positive referrals to 270.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Continue to implement current Social Emotional Programs, including Second Step, Mindfulness and Restorative Practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2. Implement Leader in Me in all grades and throughout the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15,000

Title I
None Specified
Professional Development- Leader in Me

5,000

Title I
4000-4999: Books And Supplies
Leader in Me workbooks for all students.

1,000

LCFF - Supplemental
0000: Unrestricted
Binders and dividers for all students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3. Provide teachers and staff with Trauma informed practices training as part of the professional development cycle.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And
Operating Expenditures

Training for a teacher to be trauma certified who will then provide trauma training for the staff.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement PBIS school-wide

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title I Part A: Professional Development (PI Schools)

PBIS Training

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The positive referral system worked well for students and teachers. There was a positive effect. The number of office referrals decreased slightly from the previous year, but we would like to see a larger decrease. The leader in me program as well as the continued implementation of the second step curriculum.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year we added the implementation of PBIS and the required trainings that go along with becoming a PBIS school. There will be a cost of \$5000 for once trimesterly trainings throughout the school year, Included in the \$5000 is the cost of the PBIS tracking system program.

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 year we added the implementation of PBIS and the required trainings that go along with becoming a PBIS school. There will be a cost of \$5000 for once trimesterly trainings throughout the

school year, Included in the \$5000 is the cost of the PBIS tracking system program you will be able to find the addition under the strategy/activity 4.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Goal 4: To increase student engagement through CCSS aligned instruction, the offering of enrichment programs, and enhance school climate through increased campus supervision and safety, and parental awareness/participation.

Goal 4

We will increase the number of students scoring a Level 4 overall on the ELPAC assessment from by 20 students.

Identified Need

46% of our EL students are performing at a level 3 overall. We would like to move half of these students to performing at a level 4 overall on the ELPAC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Assessment	46% of our students are performing at an overall level 3 on the ELPACC.	We will have an increase of 20 students from an overall level 3 to an overall level 4 on the ELPAC assessment.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

1. Systematic monitoring of all ELL students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

2. Implement and ensure consistency of designated and integrated English Language Instruction for all ELL students every day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,000

Source(s)

LCFF

Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students- Newcomers

Strategy/Activity

Implement the program Imagine Learning for our newcomer students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,200

Source(s)

Title III
5000-5999: Services And Other Operating
Expenditures
program licences

Title II Part A: Improving Teacher Quality

Imagine Learning Professional Development

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is a new goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Performance

LEA/LCAP Goal

Goal 1: To improve overall student academic performance and reduce the achievement gap between the district's highest and lowest performing students.

Goal 5

Students in all grade levels will master grade-appropriate math facts with 80% accuracy.

Identified Need

73% of all students in grades 3-5 are scoring below the standard on CASSPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Xtra Math assessments, bi-weekly assessments, formative assessments	According to grade level chairs about half of all students know the basic math facts for their specific grade level standards.	80% of all students will have mastered their grade specific math facts by the end of the 2020-2021 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ST Math program and professional development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Donations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Targeted, data driven mathematics instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3. Family math night with activities and supports to help students learn the required math facts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is a new goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$422,700.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$143,000.00
Title I Part A: Professional Development (PI Schools)	\$28,500.00
Title II Part A: Improving Teacher Quality	\$5,000.00
Title III	\$3,200.00

Subtotal of additional federal funds included for this school: \$179,700.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$110,000.00
Donations	\$5,000.00
LCFF	\$127,000.00
LCFF - Supplemental	\$1,000.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$243,000.00

Total of federal, state, and/or local funds for this school: \$422,700.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	200,000	57,000.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	110,000.00
Donations	5,000.00
LCFF	127,000.00
LCFF - Supplemental	1,000.00
None Specified	0.00
Title I	143,000.00
Title I Part A: Professional Development (PI Schools)	28,500.00
Title II Part A: Improving Teacher Quality	5,000.00
Title III	3,200.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	110,000.00
2000-2999: Classified Personnel Salaries	100,000.00
4000-4999: Books And Supplies	5,000.00
5000-5999: Services And Other Operating Expenditures	3,200.00
5800: Professional/Consulting Services And Operating Expenditures	13,500.00
None Specified	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	District Funded	110,000.00
	Donations	5,000.00
	LCFF	127,000.00
0000: Unrestricted	LCFF - Supplemental	1,000.00
	None Specified	0.00
	Title I	18,000.00
	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title I	100,000.00
4000-4999: Books And Supplies	Title I	5,000.00
None Specified	Title I	15,000.00
	Title I Part A: Professional Development (PI Schools)	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	8,500.00
	Title II Part A: Improving Teacher Quality	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000.00
5000-5999: Services And Other Operating Expenditures	Title III	3,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	113,500.00
Goal 2	262,000.00
Goal 3	31,000.00
Goal 4	11,200.00
Goal 5	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
Lori Amberson	Classroom Teacher
Tricia Isayi	Parent or Community Member
Lynda Juhr	Parent or Community Member
Kelly Jew	Parent or Community Member
Bonner Odell	Parent or Community Member
Alycia Ruiz	Parent or Community Member
Michelle Ryan	Other School Staff
Lisa Sasek	Classroom Teacher
Samantha Watson-Alvarado	Parent or Community Member
Deanna Yasaki	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/2020.

Attested:



Principal, Deanna Yasaki on 5/22/2020



SSC Chairperson, Lynda Juhr on 5/26/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. 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).
- F. 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
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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