

School Year: **2020-21**

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
Geyserville Elementary School	49707066051734		

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 school's plan is directly aligned to the LCAP. This plan has the same goals and actions as the LCAP.

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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).

During the 2019-2020 school year surveys were not conducted due to COVID-19 pandemic. The 2019-2020 LCAP is the guiding document for the School Plan for Student Achievement and the stakeholder input and data analysis is based on the 2018-2019 school year.

Students, parents and teachers were surveyed during the 2018-2019 school year (for a detailed description see stakeholder engagement in LCAP and WASC Report page 35-37.

https://www.gusd.com/uploads/1/0/7/8/107860989/gusd_lcap_2018-19.pdf.

Summary of results (changes to LCAP based on results):

-Staff meetings (Adult Learning Time). Every Wednesday. August 2018-May 2019. Throughout the year we discuss challenges that are in need of addressing at our site.

-Student Surveys. 205 students completed the local survey. Geyserville New Tech Academy students took NTN Culture Survey (28 participants took the survey). Demonstrates the actions and goals that we are doing are working and should be continued, especially in the areas of academic support, student engagement.

-English/Spanish Parent Survey (April 2019) We need to increase number of surveys and engagement, which will fall under Goal 4 Action 3 (Community Outreach). We will work with Public Relations/Volunteer Coordinator to assist with increasing engagement. We plan to roll out parent surveys at the beginning of the year instead of towards the end to see if we can get more surveys. Demonstrates the actions and goals that we are doing are working and should be continued, especially in the areas of academic support, increasing communication,

Classroom Observations

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

The principal conducts formal observations at least twice a year for probationary teachers and every 2 years for tenured teachers. The principal also conducts informal "pop in" observations throughout the year in all classrooms.

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)

LCAP Goal #2.7 Use data to inform decisions by 1) developing data collection and analysis tools, 2) develop evaluation and corrective action tools, 3) begin exploring formative and summative assessments for CCSS in Mathematics. We use the results of CAASPP and CELDT to inform priorities and goals. We utilize local assessments to modify instruction and improve student achievement.

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

**Students are given formative assessments beyond simply written tests in the form of visual presentations, product production, and oral presentation

**Teacher and publisher developed summative assessments are administered. Math (MDTP, UC San Diego) placement tests are provided at the beginning of the year to ensure students are accurately placed within the correct class.

**Students are assessed on understanding within class using check in (thumbs and cards) methods for instant feedback to teachers. Teachers are able to modify the lesson accordingly within the class period.

**Student's individual progress in each class is discussed by all teachers.

**Informal student reviews are used to properly place students and before acceptance into extracurricular activities

**Student work is analyzed to understand the challenges and strengths and next steps as educators.

**Smarter Balance testing data will be analyzed as it becomes available

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently 100% of our teachers are considered highly qualified. LCAP Goal #2.2 Highly Qualified Staff. Ensure a Highly Qualified staff to provide exceptional learning experiences that increase student achievement.

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

Currently 100% of our teachers are credentialed and professional development is provided to meet the needs of all staff members, especially in the area of the new Common Core Standards. LCAP Goal #2.4 Provide Staff Development for NGSS, CCSS and ELD Standard.

**Each Wednesday will either be 1) School Business, 2) Critical Friends or 3) Adult Learning Time where we address any PD needs established by our leadership team (including out NTN coach).

**Teachers are given opportunities to attend statewide Common Core workshops to better implement new standards within classroom.

**Teachers also given release time to visit other school sites to expose themselves to other techniques/methods

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

The leadership team plans our school staff development sessions. These staff development times focus on vertically aligning and exploring content standards, assessing student performance and discussing /training professional needs.

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

LCAP Goal 2.6. Instructional Support: Provide Instructional Support to students by providing 1) instructional aides at GES, 2) Math Support Classes for Middle School and High School, 3) Learning Centers, 4) Study skills course for RSP and 5) Intervention services to students with disabilities, students not performing at standards, and students at risk of becoming truant.

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

As a small school district we have approximately one teacher per grade level.

Teaching and Learning

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

All curriculum, instruction and materials are aligned to Common Core Standards or content/performance standards. (LCAP Goal 2.3 Instructional Materials Purchase CCSS Instructional materials aligned to Common Core Standards and Next Generation Science Standards).

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

We adhere to or exceed the recommended instructional minutes for reading/language arts and mathematics in K-5. Due to the COVID-19 pandemic instructional minutes were adapted based on state minimum requirements for distance learning.

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

We have developed a pacing schedule that helps to meet the needs of intervention activities. LCAP Goal 2.6. Provide Instructional Support to students by providing 1) instructional aides at GES, 3) Learning Centers, 4) Study skills course for RSP 5) Intervention services to students with disabilities, students not performing at standards, and students at risk of becoming truant,

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

All students have access to standards-based instructional materials that are appropriate to all student groups. LCAP Goal 2.3 Instructional Materials: Purchase CCSS Instructional materials aligned to Common Core Standards and Next Generation Science Standards.

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

We use SBE adopted and standards-aligned instructional materials. LCAP Goal 2.3 Instructional Materials: Purchase CCSS Instructional materials aligned to Common Core Standards and Next Generation Science Standards.

Opportunity and Equal Educational Access

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

Services include: 1) instructional aides at GES, 2) Math Support Classes for Middle School and High School, 3) Learning Centers, 4) Study skills course for RSP and 5) Intervention services to students with disabilities, students not performing at standards, and students at risk of becoming truant.

Evidence-based educational practices to raise student achievement

Parental Engagement

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

Back to school night to interact with teachers. Childcare and dinner offerings help encourage more parent/family attendance.

Final spring Exhibit Night allows for parents to see students' accomplishments and understand student progress through the course of the year.

Increase parent participation-use all call system to remind them of upcoming events.

PR/Volunteer coordinator to create volunteer database.

More outreach materials and use of Facebook and district website.

Utilize the community engagement liaison to better educate the community with information and events occurring at the school. Website updated daily with day's events and announcements for parents access.

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)

Parents, community representatives, classroom teachers, and other school personnel are encouraged to be members of the site council and other meetings. The LCAP and WASC are extremely detailed processes that involve the entire school community and are instrumental in setting goals and actions.

Funding

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

The categorical funds pay for 1) supervision of teachers and improving teacher quality, 2) Instructional Support, and 3) SCOE Co-op expenses for Title funds.

Fiscal support (EPC)

All of the above programs are provided through site categorical funding. The goals of the site plan are aligned to the goals of the LCAP allowing for district wide fiscal support of all goals.

The focus of the 2020-2021 school year is to focus on identifying learning loss, accelerating learning and providing the support for students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Due to the COVID-19 pandemic, the 2019-2020 LCAP is the guiding document for the School Plan for Student Achievement goals and actions and the stakeholder input and data analysis is based on the 2018-2019 school year. The site council reviewed the updated expenditures for the 2019-2020 school year and approved these expenditures.

The LCAP and SPSA must be aligned. Goals and actions in this SPSA are determined by the LCAP process through data analysis, research-based practices, and input from staff, parents, students, and community members. Detailed information on the stakeholder involvement process can be found in the LCAP stakeholder engagement section and is pasted below. Our LCAP plan has undergone a rigorous process for development, review and approval by parents, staff, board of directors, and Sonoma County Office of Education. Parent, student, staff and community surveys and meeting notes are analyzed at length. Exact language from the LCAP is used throughout the Site Plan.

Expenditures for Title I, II, and III are detailed in this plan and are used for LCAP action items that will improve academic performance and support struggling students are the areas of focus for this particular report. Site Council met to review these expenditures and ensure these items will help to improve student achievement at our school site. Site council also reviewed the entire report for approval.

https://www.gusd.com/uploads/1/0/7/8/107860989/gusd_lcap_2018-19.pdf

1. Community Events: Corned Beef and Cabbage, Town Hall Meeting, Chamber of Commerce Dinners, Kiwanis meeting, Geyserville Municipal Advisory Committee

By meeting with community members throughout the year during various events we know that the community is behind our current goals and actions and there are no alterations or changes requested at this time. Community members also completed a survey this year.

2. Staff Meetings. This year we continued the goals and actions as determined by the 18-19 LCAP. At this time there are no alterations or changes requested and we will continue to implement our plan.

3. Student Surveys: Demonstrates the actions and goals that we are doing are working and should be continued, especially in the areas of academic support, student engagement.

4. DELAC Meetings . We discussed the three year plan, completed surveys. Parents are supportive of continuing the goals and actions. Parents had questions about services at GNTA for English Learners who are struggling with their classes. It was suggested that this part of the EL Master Plan "Based on analysis of school-wide and district-wide data, we will reexamine how instructional programs are meeting the needs of English Learners," is made available or shared with DELAC. We reported on the LCAP/Dashboard. There was some confusion about the powerpoint presentation, that parents questioned, which was addressed.

5. English/Spanish Parent Survey.

We need to increase number of surveys and engagement, which will fall under Goal 4 Action 3 (Community Outreach). We will work with Public Relations/Volunteer Coordinator to assist with increasing engagement. We plan to roll out parent surveys at the beginning of the year instead of towards the end to see if we can get more surveys. Demonstrates the actions and goals that we are doing are working and should be continued, especially in the areas of academic support, increasing communication,

6. District Leadership meetings (principals and superintendent). Reviewed data and determined to continue goals and actions.

7. Annual Update discussion at Board/ Stakeholder Meeting. A review of the annual update to board provided great insight into how we are doing on our 3 year plan. No changes were requested.

8. Parent Club.....

GNTA--wanting to understand grading system more, more communication from teachers.

GES-Discussed funding and needs for next year. Mostly they did planning for fundraisers and discussed the upcoming Field Day that they help to organize. They discussed the need for recruiting more parent volunteers and getting more parents involved in the Parent Club in general.

9. GNTA Staff Meeting. Review of Annual Update and 19-20 was provided to all teachers. No changes were requested. A discussion of being a 3 year plan and doing a deeper analysis in 2020 was made.

10. GES Staff Meeting. Review of Annual Update and 18-19 was provided to all teachers. No changes were requested as an urgent need. A discussion of being a 3 year plan and doing a deeper analysis in 2020 was made.

11. LCAP and Budget Public Hearing. No comments or questions from the public.

12. LCAP and Budget Adoption.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	%	0%			0
Asian	0.94%	0.93%	1.04%	1	1	1
Filipino	%	%	0%			0
Hispanic/Latino	59.43%	58.88%	60.42%	63	63	58
Pacific Islander	%	%	0%			0
White	39.62%	40.19%	37.5%	42	43	36
Multiple/No Response	%	%	1.04%			0
Total Enrollment				106	107	96

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	22	21	21
Grade 1	13	17	12
Grade 2	18	13	17
Grade3	18	18	12
Grade 4	16	19	17
Grade 5	19	19	17
Total Enrollment	106	107	96

Conclusions based on this data:

1. We have an extremely small and personalized school environment.
2. Most classes are under 20 students.
3. Majority of our students are Hispanic/Latino

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	37	31	28	34.9%	29.0%	29.2%
Fluent English Proficient (FEP)	12	14	16	11.3%	13.1%	16.7%
Reclassified Fluent English Proficient (RFEP)	6	6	5	13.6%	16.2%	16.1%

Conclusions based on this data:

1. About a third of our students are EL.
2. About 38% of our students are English Only (EO)

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	17	19	18	16	19	18	16	19	18	94.1	100	100
Grade 4	19	17	19	19	17	19	19	17	19	100	100	100
Grade 5	21	19	18	21	19	18	21	19	18	100	100	100
All	57	55	55	56	55	55	56	55	55	98.2	100	100

* 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	2451.	2490.	2450.	31.25	42.11	33.33	31.25	42.11	27.78	31.25	15.79	27.78	6.25	0.00	11.11
Grade 4	2480.	2460.	2463.	21.05	17.65	15.79	31.58	17.65	21.05	36.84	41.18	42.11	10.53	23.53	21.05
Grade 5	2506.	2505.	2462.	19.05	10.53	11.11	33.33	31.58	27.78	28.57	42.11	16.67	19.05	15.79	44.44
All Grades	N/A	N/A	N/A	23.21	23.64	20.00	32.14	30.91	25.45	32.14	32.73	29.09	12.50	12.73	25.45

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	25.00	42.11	27.78	43.75	47.37	61.11	31.25	10.53	11.11
Grade 4	26.32	23.53	10.53	63.16	41.18	57.89	10.53	35.29	31.58
Grade 5	33.33	15.79	16.67	47.62	68.42	44.44	19.05	15.79	38.89
All Grades	28.57	27.27	18.18	51.79	52.73	54.55	19.64	20.00	27.27

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	37.50	42.11	16.67	50.00	52.63	72.22	12.50	5.26	11.11
Grade 4	15.79	17.65	10.53	68.42	70.59	73.68	15.79	11.76	15.79
Grade 5	14.29	10.53	11.11	80.95	63.16	66.67	4.76	26.32	22.22
All Grades	21.43	23.64	12.73	67.86	61.82	70.91	10.71	14.55	16.36

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	37.50	31.58	33.33	50.00	68.42	55.56	12.50	0.00	11.11
Grade 4	10.53	11.76	10.53	68.42	64.71	73.68	21.05	23.53	15.79
Grade 5	23.81	10.53	11.11	61.90	78.95	61.11	14.29	10.53	27.78
All Grades	23.21	18.18	18.18	60.71	70.91	63.64	16.07	10.91	18.18

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	25.00	68.42	33.33	68.75	26.32	55.56	6.25	5.26	11.11
Grade 4	15.79	11.76	15.79	78.95	70.59	63.16	5.26	17.65	21.05
Grade 5	23.81	31.58	16.67	52.38	52.63	33.33	23.81	15.79	50.00
All Grades	21.43	38.18	21.82	66.07	49.09	50.91	12.50	12.73	27.27

Conclusions based on this data:

1. We have great participation rates, 100%. 45% met or exceeded the standard in 18-19, which is approximately a 10% decrease.
2. Reading/Research Inquiry has the highest percent of students at the below standard level.
3. Research Inquiry has the highest percent of students at the "above standard". Most students are "at or near standard" for each claim area.

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	17	19	18	17	19	18	17	19	18	100	100	100
Grade 4	19	17	19	19	17	19	19	17	19	100	100	100
Grade 5	21	19	18	21	19	18	21	19	18	100	100	100
All	57	55	55	57	55	55	57	55	55	100	100	100

* 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	2451.	2491.	2470.	11.76	36.84	27.78	41.18	52.63	55.56	47.06	10.53	16.67	0.00	0.00	0.00
Grade 4	2484.	2468.	2483.	15.79	11.76	15.79	31.58	35.29	36.84	47.37	23.53	36.84	5.26	29.41	10.53
Grade 5	2511.	2472.	2460.	9.52	5.26	5.56	33.33	5.26	11.11	33.33	47.37	33.33	23.81	42.11	50.00
All Grades	N/A	N/A	N/A	12.28	18.18	16.36	35.09	30.91	34.55	42.11	27.27	29.09	10.53	23.64	20.00

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	29.41	73.68	44.44	58.82	26.32	55.56	11.76	0.00	0.00	
Grade 4	15.79	23.53	26.32	57.89	29.41	47.37	26.32	47.06	26.32	
Grade 5	19.05	5.26	16.67	38.10	36.84	22.22	42.86	57.89	61.11	
All Grades	21.05	34.55	29.09	50.88	30.91	41.82	28.07	34.55	29.09	

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	23.53	47.37	38.89	70.59	52.63	50.00	5.88	0.00	11.11
Grade 4	21.05	35.29	31.58	63.16	23.53	47.37	15.79	41.18	21.05
Grade 5	19.05	5.26	5.56	61.90	47.37	38.89	19.05	47.37	55.56
All Grades	21.05	29.09	25.45	64.91	41.82	45.45	14.04	29.09	29.09

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	29.41	57.89	50.00	64.71	42.11	44.44	5.88	0.00	5.56
Grade 4	26.32	17.65	31.58	47.37	52.94	52.63	26.32	29.41	15.79
Grade 5	28.57	10.53	5.56	47.62	68.42	50.00	23.81	21.05	44.44
All Grades	28.07	29.09	29.09	52.63	54.55	49.09	19.30	16.36	21.82

Conclusions based on this data:

1. We have perfect participation rates, 100%. 51% met or exceeded the standard.
2. Concepts and Procedures/Problem Solving has the highest percent of students at the below standard level, especially 5th Grade
3. Communicating Reasoning/Concepts and Procedures has the highest percent of students at the "above standard". Most students are "at or near standard".

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	*	*	*	*	*	*	*	9
Grade 1	*	*	*	*	*	*	*	10
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	6
All Grades							38	35

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	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	*	11.43	52.63	40.00	*	45.71	*	2.86	38	35

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	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	34.21	17.14	50.00	51.43	*	22.86		8.57	38	35

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	*	*		*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*		*	*	*
4		*	*	*	*	*	*	*	*	*
5		*	*	*	*	*		*	*	*
All Grades	*	2.86	34.21	45.71	47.37	42.86	*	8.57	38	35

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	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All Grades	42.11	25.71	50.00	74.29	*	0.00	38	35	

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	
All Grades	36.84	28.57	63.16	62.86		8.57	38	35	

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	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	
All Grades	*	8.57	57.89	80.00	*	11.43	38	35	

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	*	*	*	*	*	*	*	*	
All Grades	28.95	20.00	68.42	74.29	*	5.71	38	35	

Conclusions based on this data:

1. Due to the low number of students who take this example, grade level data is blanked out.
2. Most students are at Level 2 or Level 3
3. Speaking domain has the highest percent of students in Level 4

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
107	62.6	29.0	
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	31	29.0
Homeless	1	0.9
Socioeconomically Disadvantaged	67	62.6
Students with Disabilities	12	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	1	0.9
Hispanic	63	58.9
White	43	40.2





Conclusions based on this data:

1. We have a high percentage of Socio-economically disadvantaged students and Hispanic students

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="185 422 480 457">English Language Arts</p>  <p data-bbox="289 506 380 537">Orange</p>	<p data-bbox="672 422 948 457">Chronic Absenteeism</p>  <p data-bbox="769 506 860 537">Green</p>	<p data-bbox="1179 422 1403 457">Suspension Rate</p>  <p data-bbox="1243 506 1334 537">Orange</p>
<p data-bbox="250 621 415 657">Mathematics</p>  <p data-bbox="289 705 380 737">Yellow</p>		

Conclusions based on this data:

1. English Language Arts and Suspension Rates are two areas to focus on.

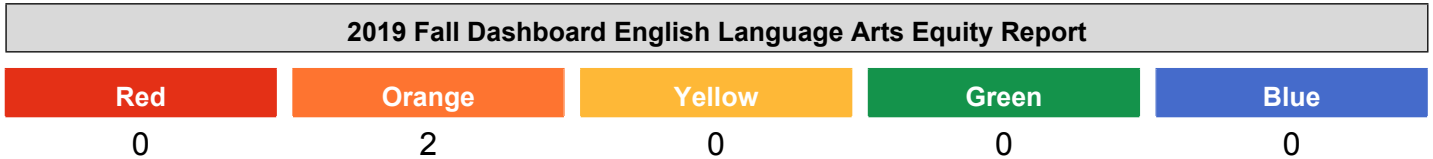
School and Student Performance Data

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>  Orange 10.2 points below standard Declined Significantly -28.6 points 55	<p>English Learners</p>  No Performance Color 40.6 points below standard Declined Significantly -39.5 points 27	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Orange 30 points below standard Declined Significantly -37 points 34	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34.5 points below standard Declined Significantly -38 points 33	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 28.4 points above standard Declined Significantly -23.7 points 21

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
84.8 points below standard Declined Significantly -55.4 points 12	5.1 points below standard 15	19.5 points above standard Declined Significantly -21.8 points 27

Conclusions based on this data:

- Majority of students declined significantly, this is an area of improvement.

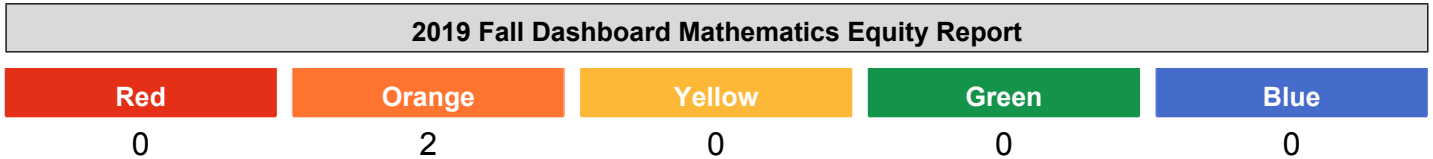
School and Student Performance Data

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>  Yellow 11.3 points below standard Declined -5.9 points 55	<p>English Learners</p>  No Performance Color 36.1 points below standard Declined -13.6 points 27	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Orange 27.6 points below standard Declined -14 points 34	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31.8 points below standard Declined -7 points 33			 No Performance Color 20.3 points above standard Declined Significantly -18 points 21

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
55 points below standard Declined Significantly -30.9 points 12	21.1 points below standard 15	12.3 points above standard Maintained -2.4 points 27

Conclusions based on this data:

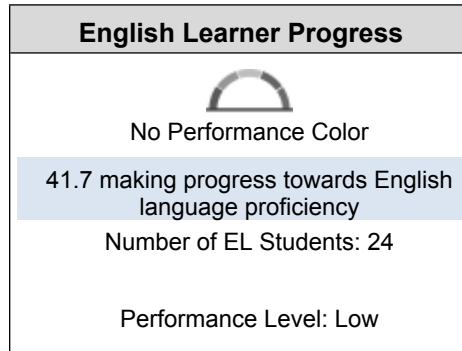
1. All areas declined and area to focus on.

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
8	6	0	10

Conclusions based on this data:

1. We are at the "Low" level. We need 4% more percent to be the "Medium" status.
2. This is also an area to focus on.

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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:

- 1.

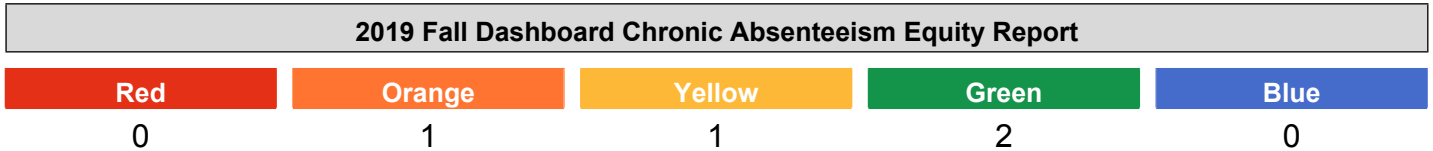
School and Student Performance Data

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>  <p>Green</p> <p>8.3</p> <p>Declined -1.6</p> <p>108</p>	<p>English Learners</p>  <p>Yellow</p> <p>4.9</p> <p>Increased +2.2</p> <p>41</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>7</p> <p>Declined -1.3</p> <p>71</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>13.3</p> <p>Declined -4.3</p> <p>15</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.7 Declined -2.8 64	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 14.3 Maintained +0.3 42

Conclusions based on this data:

1. We need to work on decreasing Chronic Absenteeism for the White subgroup.
2. Overall we are at the green level.

School and Student Performance Data

Academic Engagement Graduation Rate

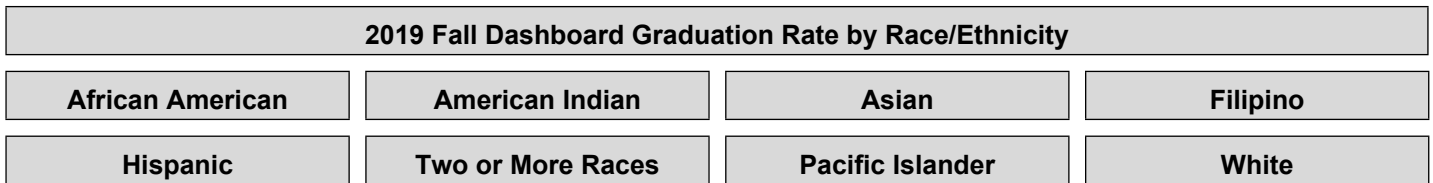
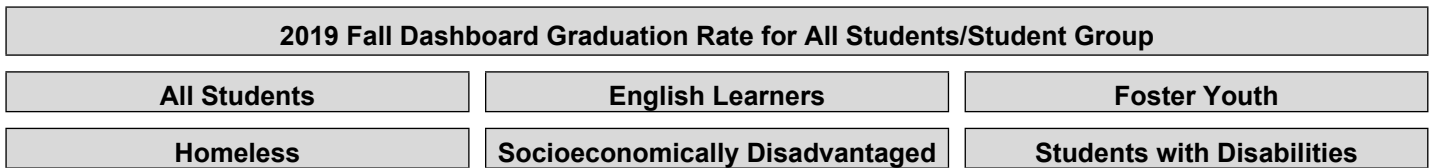
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

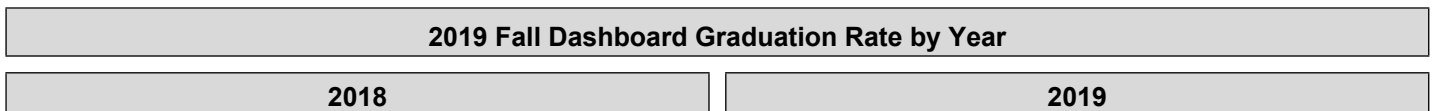
This section provides number of student groups in each color.



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.

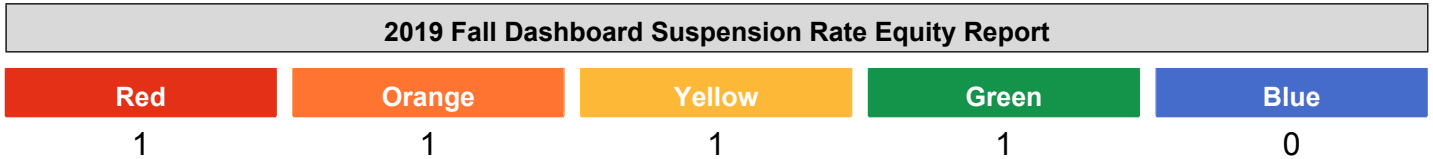
School and Student Performance Data

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>  Orange 3.6 Increased +0.9 110	<p>English Learners</p>  Orange 2.4 Increased +2.4 41	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 1	<p>Socioeconomically Disadvantaged</p>  Green 2.7 Declined -1.4 73	<p>Students with Disabilities</p>  No Performance Color 13.3 Increased +1.6 15

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data 1	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.6 Maintained +0.1 64	 No Performance Color Less than 11 Students - Data 1		 Red 6.8 Increased +2.2 44

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.7	3.6

Conclusions based on this data:

1. This is an area to focus on where all students are at the Orange Performance Level.
2. A deeper look into the higher percentage of white students being suspended is needed as they are at the red level.
3. Socio-economically disadvantage students are at the green level and is great!

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: Provide safe and secure school environments

LEA/LCAP Goal

Goal 1: Provide safe and secure school environments

Goal 1

Goal 1: Provide safe and secure school environments

Identified Need

State Priorities:
 -Priority 1: Basic (Conditions of Learning)
 -Priority 6: School Climate (Engagement)
 A positive school climate is one in which students, educators and staff feel safe, welcomed, supported and connected. Studies show that healthy school climates contribute to academic achievement and other positive outcomes for students. Ensuring that our school facilities are in good repair is important for student learning outcomes (<http://www.cde.ca.gov/ls/fa/re/documents/learnercenter.pdf>). It is important to continue with this goal because

- 1) facilities it is a state priority under "basic services" and positive school climate is also a state priority.
- 2) 81% Parents feel the school is safe, clean and in good condition in 16-17 (in 17-18 this increased to 93%).
- 3) 84% of students feel safe on campus in 16-17, which is a 6% decrease from the previous year (15-16). In 17-18 this was at 82%.
- 4) Our suspension rate has been decreasing significantly throughout the years, however, we want to ensure this continued success.
- 5) All facilities are in good repair.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (EL)	2019 Dashboard Status: 2.4% Change: Increased 2.4% Color: Orange	2022 Dashboard Status: 2.1% Change: Declined 0.3% Color: Green
Suspension Rate (Hispanic)	2019 Dashboard Status: 1.6% Change: maintained 0.1% Color: Yellow	2022 Dashboard Status: 1.3% Change: Declined 0.3% Color: Green

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (Socio-economically disadvantaged)	2019 Dashboard Status: 2.7% Change: Declined 1.4% Color: Green	2022 Dashboard Status: 2.4% Change: Declined 0.3% Color: Green
Chronic Absenteeism (EL)	2019 Dashboard Status: 4.9% Change: Increased 2.2% Color: Yellow	2022 Dashboard Status: 4.9% Change: Maintain or decrease Color: Green
Chronic Absenteeism (Hispanic)	2019 Dashboard Status: 4.7% Change: Declined 2.8% Color: Green	2022 Dashboard Status: 4.9% Change: Maintain or decrease Color: Green
Chronic Absenteeism (Socio-economically disadvantaged)	2019 Dashboard Status: 7% Change: Declined 1.3% Color: Green	2022 Dashboard Status: 6.5% Change: Decrease 0.5% Color: Green
Distance Learning Access to Devices		2020-2021 100% of students have access to devices and connectivity

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)

Strategy/Activity

1. Maintenance & operations: Provide General Maintenance & Operation repairs, supplies and services

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)

See LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2. Supervision: Provide Yard duty and Campus Supervision

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)

See LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3. Emotional Support: Provide Counseling Services, school Psychologist & Behavior Intervention specialist for students in need

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)

See LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4. Safe School Culture: Develop safe school culture by providing 1) Restorative Practices program and 2) Safe Schools Ambassadors program and 3) hiring a Safety Plan Coordinator

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)

See LCAP

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

5. 21st Century Furniture: Pilot 21st Century Furniture in selected 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)

See LCAP

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.

Throughout the school year we provided safe and secure school environments by maintaining operations, supervision, emotional support, and safe school culture.

The overall effectiveness of the actions/services to achieve the goal can be demonstrated by meeting the following measurable outcomes:

*Suspension Rate

*Expulsion Rate

*FIT Report

*Parent Survey on safety

The following measurable goals demonstrate a continued need:

*Suspension Rate Indicator

*Student survey on safety

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.

Based on the analysis of the annual update and LCFF Evaluation Rubrics:
Due to budget constraints we decreased the funding for the action 21st Century Furniture for 19-20

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 2: Increase student achievement

LEA/LCAP Goal

Goal 2: Increase student achievement

Goal 2

Goal 2: Increase student achievement

Identified Need

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Student achievement is the number one priority for schools. As educators we must prepare students for their futures. Our data indicates that we must work on preparing students for English Language Arts and Mathematics:

- It is very important to continue our work on implement the Common Core Standards in English Language Arts, Mathematics and English Language Development because for 2018-2019 we are at the Orange/Yellow level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts: CA Dashboard Academic Indicator- Smarter Balanced (SBAC)	2019 Dashboard: Status: 10 points below Change: Declined 29 points Color: Orange	2022 Dashboard: Status: 5 points below Change: Increase 5 points Color: Green
English Language Arts (Hispanic)	2019 Dashboard: Status: 35 points below Change: Declined 38 points Color: Orange	2022 Dashboard: Status: 35 points below Change: Increase 3 points Color: Yellow
English Language Arts (Socio Economically Disadvantaged)	2019 Dashboard: Status: 30 points below Change: Declined 37 points	2022 Dashboard: Status: 27 points below Change: Increase 3 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Color: Orange	Color: Yellow
Mathematics CA Dashboard Academic Indicator- Smarter Balanced (SBAC)	2019 Dashboard: Status: 11points below Change: Declined 6 points Color: Yellow	2022 Dashboard: Status: 8 points below Change: Increase 3 points Color: Green
Mathematics (Hispanic)	2019 Dashboard: Status: 32 points below Change: Declined 7 points Color: Orange	2022 Dashboard: Status: 29 points below Change: Increase 3 points Color: Yellow
Mathematics (Socio Economically Disadvantaged)	2019 Dashboard: Status: 28 points below Change: Declined 14 points Color: Orange	2022 Dashboard: Status: 25 points below Change: Increase 3 points Color: Yellow
English Learner Progress CA Dashboard Academic Indicator ELs making progress towards English Language Proficiency	2019 Dashboard: Status: 42% making progress Performance Level: Low	2022 Dashboard: Status: 45% Change: Increase 3%

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)

Strategy/Activity

1. Technology: Increase use of technology to implement state standards by purchasing technology, replacing technology as needed and providing technology support and repairs.

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)

See LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2. Highly Qualified Staff: Ensure a Highly Qualified staff to provide exceptional learning experiences that increase student achievement.

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)
4,806	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Certificated Supervisor
2,008	Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3. Instructional Materials: Purchase CCSS Instructional materials aligned to Common Core Standards and Next Generation Science 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)
	See LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4. Staff Development: Provide Staff Development for NGSS, CCSS and ELD Standard

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)

[Empty box for Amount(s)]

Travel and Conferences-Centralized

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

5. English Language Development (ELD): Provide ELD Coordinator, ELD Curriculum, Supplemental Curriculum and Literacy classes.

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)

[Empty box for Amount(s)]

ELD Support (Salary)-Centralized

[Empty box for Amount(s)]

ELD Support (Benefits)-Centralized

[Empty box for Amount(s)]

Instructional Materials--Centralized

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

6. Instructional Support: Provide Instructional Support to students by providing 1) instructional aides at GES, 2) Math Support Classes for Middle School and High School, 3) Learning Centers, 4) Study skills course for RSP and 5) Intervention services to students with disabilities, students not performing at standards, and students at risk of becoming truant.

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)

7,063.32

Title I
1000-1999: Certificated Personnel Salaries

	Intervention Services (Salary)
4,921	Title I 3000-3999: Employee Benefits Intervention Services (Benefits)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

7. Data Analysis: Use data to inform decisions by 1) developing data collection and analysis tools, 2) develop evaluation and corrective action tools, 3) begin exploring formative and summative assessments for CCSS in Mathematics

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)

[Empty box for Amount(s)]

See LCAP

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

8. Student Writing: Improve student writing by discussing 1) writing continuum for K-12, 2) key benchmarks, 3) evaluation and intervention process.

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)

[Empty box for Amount(s)]

See LCAP

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.

Throughout the 2018-2019 school year we increased student achievement by increasing use of technology to implement state standards by purchasing technology, replacing technology as needed and providing technology support and repairs, providing a Highly Qualified staff to provide exceptional learning experiences that increase student achievement, purchasing CCSS Instructional materials aligned to Common Core Standards and Next Generation Science Standards, providing Staff Development for NGSS, CCSS and ELD Standard, providing ELD Coordinator, ELD Curriculum, Supplemental Curriculum and Literacy classes; providing instructional Support to students by providing 1) instructional aides at GES, 2) Math Support Classes for Middle School and High School, 3) Learning Centers, 4) Study skills course for RSP and 5) Intervention services to students with disabilities, students not performing at standards, and students at risk of becoming truant; using data to inform decisions by 1) developing data collection and analysis tools, 2) develop evaluation and corrective action tools, 3) begin exploring formative and summative assessments for CCSS in Mathematics; and improving student writing by discussing 1) writing continuum for K-12, 2) key benchmarks, 3) evaluation and intervention process.

The overall effectiveness of the actions/services to achieve the goal can be demonstrated by meeting the following measurable outcomes:

- *EL reclassification rate
- *Met A-G Requirements
- *EAP-ELA
- *NGSS Implementation
- *Teacher mis-assignments

The following measurable goals demonstrate a continued need:

- *Math Academic Indicator
- *ELA Academic Indicator
- *Implementation of the standards for ELA, ELD, Math

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on the analysis of the annual update and LCFF Evaluation Rubrics we added the following:

- Additional training in ELA at GNTA for Action 4: Staff Development

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 3: Increase student engagement

LEA/LCAP Goal

Goal 3: Increase student engagement

Goal 3

Goal 3: Increase student engagement

Identified Need

State Priorities:
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Research demonstrates that students who are engaged are less likely to drop out of school and more likely to graduate high school. Although we have made great strides in improving our data related to student engagement, this continues to be a priority for our district because

- 1) student engagement is a state priority and must be addressed in the LCAP
- 2) we must continue the good work we are doing to improve engagement so that we decrease suspension, chronic absenteeism and truancy, and increase student attendance, and graduation rates.
- 3) we must continue to provide CTE courses for students
- 4) Seventy-two percent of parents "agree" or "strongly agree" that the district staff motivates students to learn and succeed.
- 5) For GNTA our mean score related to "School Connectedness" was 2.9 in 16-17, the NTN mean score is 3.14 in 16-17. (GNTA score increased to 3.06 in 17-18)
- 6) Seventy-four percent in 16-17 of community members believe students are motivated to attend school and learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students who are placed on re-engagement plans for distance learning		Less than 30%

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)

Strategy/Activity

Visual and Performing Arts: Provide access to visual and performing arts as available.

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)

[Empty box for Amount(s)]

Source(s)

See LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Sports: Provide interscholastic sports to middle and high school 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)

[Empty box for Amount(s)]

Source(s)

See LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

CTE Course: Provide at least 1 CTE Courses for Middle and High school 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)

[Empty box for Amount(s)]

Source(s)

See LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Engaging and Rigorous Experiences: (new)

At the high school level provide: 1) Exploratory workshops, 2) Project based learning, 3) Online courses as needed, 4) AP Courses as needed, 5) Advisory class

At elementary level provide: 1) socio-emotional curriculum and 2) develop maker 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)

Source(s)

[Empty box for Amount(s)]

See LCAP

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.

Throughout the school year we increased student engagement by 1) providing access to visual and performing arts as available, 2) providing interscholastic sports to middle and high school students, 3) providing at least 1 CTE Courses for Middle and High school students, 4) providing Engaging and Rigorous Experiences: At the high school level provide: 1) Exploratory workshops, 2) Project based learning, 3) Online courses as needed, 4) AP Courses as needed, 5) Advisory class At elementary level provide: 1) socio-emotional curriculum and 2) develop maker program.

The overall effectiveness of the actions/services to achieve the goal can be demonstrated by meeting the following measurable outcomes:

*Graduation Rate Indicator

*HS Drop Out Rate

*MS Drop Out Rate

*Attendance Rate

*Course Access

The following measurable goals demonstrate a continued need:

*Chronic Absenteeism Rate

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on the analysis of the annual update and LCFF Evaluation Rubrics we added Buena Vista High School (Ensure an engaging school environment that supports student in this path, such as: work experience, online courses, blended learning, and flexible opportunities) as an action to Goal 3: Increase Student Achievement

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 4: Increase parent Involvement

LEA/LCAP Goal

Goal 4: Increase parent Involvement

Goal 4

Goal 4: Increase parent Involvement

Identified Need

State Priorities:

Priority 3: Parental Involvement (Engagement)

There is a significant amount of research that demonstrates the importance of family involvement on a child's educational success. This goal continues to be an identified need for our district because:

- 1) parental involvement is a state priority and must be placed in the LCAP,
- 2) only 82 parents (approximately 32% of families) returned parent surveys in 16-17 and 52 in 17-18
- 3) only approximately 40% of families attended our schoolwide events,
- 4) 14% of families surveyed "disagreed" or "strongly disagreed" that the school encourages parental involvement and participation in 16-17
- 5) Seventeen parents stated in the parent survey that there was a need for improved communication with families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Virtual Town Hall Meetings		

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)

Strategy/Activity

(adapted for virtual environment) Family Events: Provide welcoming family events such as 1) Parent Information Night before school starts, 2) Information on New Tech Academy, 3) Information on TK program, 4) Back to School Night, 5) Open House, 6) Parent Site Visits.

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)

See LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Communication to Families: Ensure effective communication to families by utilizing 1) all call system to remind them of upcoming events and 2) Facebook and district website to communicate with families

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)

See LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Community Outreach: Build strong relationships with the community and volunteers by 1) continuing to host town hall meetings, 2) continuing the Geyserville Education Foundation, and 3) hiring Public Relations/Volunteer coordinator to a) maintain volunteer database and b) develop outreach materials

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)

See LCAP

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.

Throughout the school year we increased Parent Involvement by: Family Events: Provide welcoming family events such as 1) Parent Information Night before school starts, 2) Information on New Tech Academy, 3) Information on TK program, 4) Back to School Night, 5) Open House, 6) Parent Site Visits; Communication to Families: Ensure effective communication to families by utilizing 1) all call system to remind them of upcoming events and 2) Facebook and district website to communicate with families; Community Outreach: Build strong relationships with the community and volunteers by 1) continuing to host town hall meetings, 2) continuing the Geyserville Education Foundation, and 3) hiring Public Relations/Volunteer coordinator to a) maintain volunteer database and b) develop outreach materials.

The overall effectiveness of the actions/services to achieve the goal can be demonstrated by meeting the following measurable outcomes:

*% of parents who responded to "The school encourages parental involvement and participation"

The following measurable goals demonstrate a continued need:

*# of parent surveys returned

*Parent attendance at events

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on the analysis of the annual update and LCFF Evaluation Rubrics we added the following Work with families with chronic absenteeism to help decrease absence to Action 2: Communication to Families

We will be giving out the parent surveys at the beginning of the school year to help get more surveys from parents.

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	\$18,798.32

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	\$11,984.32
Title II Part A: Improving Teacher Quality	\$6,814.00

Subtotal of additional federal funds included for this school: \$18,798.32

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$18,798.32

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	17,603	5,618.68
Title II Part A: Improving Teacher Quality	12,397	5,583.00

Expenditures by Funding Source

Funding Source	Amount
Title I	11,984.32
Title II Part A: Improving Teacher Quality	6,814.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,869.32
3000-3999: Employee Benefits	6,929.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	7,063.32
3000-3999: Employee Benefits	Title I	4,921.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	4,806.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	2,008.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	18,798.32

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
- 1 Classroom Teachers
- 2 Parent or Community Members

Name of Members	Role
Denise McCullough	Principal
Teacher	Classroom Teacher
Parent	Parent or Community Member
Parent	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:

Principal, Nyla Quintana-Sturgis on

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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