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
San Diego Cooperative Charter School	37683386119168		

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 Plan for Student Achievement (SPSA) is a strategic plan that maximizes the available resources to implement SDCCS leadership priorities and increase student achievement for all students. The SPSA is tightly integrated with SDCCS Local Control and Accountability Planning Process as well as the Learning Continuity and Attendance Plan.

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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).

A comprehensive needs assessment for the SPSA was conducted at a variety of levels and involving all stakeholder groups. This included discussion related to data at staff meetings, the Parent Student Association and at an LCP stakeholders public hearing on August 11, 2020. The primary sources of data included the California Healthy Kids Survey (CHKS), parent feedback surveys and parent zoom meeting during the summer of 2020.

5th graders, California School Parent Survey (CSPS) – administered online to parents during March and the California School Staff Survey(CSSS) – administered online 3/4/2019 - 3/22/2019, CAASPP results, district common assessments and benchmarking results from AIMSweb and easyCBM. District support was provided at our principal's meetings, enabling preparation of SMART Goals to address school wide goals, the tasks, measures and budget allocations proposed for the SPSA.

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 school administration does classroom observations on a weekly basis. These observations are conducted for several reasons first and foremost in support of teacher growth. These observations allow for an alignment in curriculum, routines and inform the SST (Student Success Team) and RTI processes. It also includes informal observations where the principal is able to provide timely and constructive feedback.

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)

SDCCS uses CAASPP interim and summative assessments, ELPAC (English Language Proficiency Assessments for California, NWEA Map assessments grades 3-8 to monitor progress, modify instruction and improve student achievement.

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

SDCCS applies a Response to Intervention (RTI) model to benchmark academic proficiency, identify at-risk students, provide an appropriate level of intervention and progress monitor students. Each fall a universal screening is administered through the implementation of the Orton Gillingham Reading Instruction Assessment (grades K-2) or NWEA Maps (grades 3-8). Data is evaluated by classroom teachers, grade level teams along with their Special Education Case Manager and grade level Counselor. These teams made up of classroom teachers, special education staff, intervention specialists and possibly the principal work together to monitor student progress. They meet once-a-month to review referrals for SST and to look at potential at-risk students. The SST teams (which include the principal and parents) make recommendations for strategies to support the student at the appropriate level (Tier-1 Classroom, Tier-2 pullout or Tier-3 Resource). Student who are provided with an SST are monitored during RtI cycles with recommendations to maintain, increase or exit specific intervention programs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at SDCCS are fully credentialed and appropriately assigned.

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

Student performance on state and local assessments has been used to identify needs for state standards training in ELA, Math, Science and assistive technologies. Professional development needs for staff has included specialized training in Balanced Literacy Intervention, Orton Gillingham, Readers & Writers Workshop and Illustrative Math.

This year the most immediate needs revolve around the newly adopted programs in math and a focus on social emotional needs to deal with student traumas around COVID-19. SDCCS will professional development before school on Illustrative Math, trauma informed decisions and understanding student needs as we move into opening the school in a distance learning mode. SDCCS teachers will be meeting with teaching teams and creating an initial framework for scope & sequence for the newly adopted program, Illustrative Math.

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

Staff development is aligned to content standards, assessed student performance and professional

needs in the following areas:
- ELA state standards & foundational skills
- Math state standards & foundational skills
- NGSS - Next Generation Science Standards
- SEL state standards & foundational skills
- Differentiated instruction and Responsive Classroom

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

SDCCS employees two Professional Development Specialists for support throughout the year in staff development, ELA and Math.

Administration is also available to offer teacher support on regular basis with supports through PD, staff meetings and one on one consultation. Classroom observations, both formal and informal occur regularly to provide feedback on a continual basis. The site-based SST team is available to meet and discuss student achieve and intervention strategies on a regular basis, including behavioral support personnel (school psych, Rainbow Room and Discovery Center) who can advise on SEL strategies. The site Science Specialist is provided with time to meet with each grade-level team on a regular basis.

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

Grade level collaboration and planning time is provided each week. Teachers have 3-4 hours a week of collaborative planning time aside from the early release day professional development and team work. Additionally, there are 7 full days designated for professional development activities and team planning to strengthen our instructional program. On these days teachers will plan and reflect on curriculum in order to strengthen instruction. Teachers and staff will collaborate and plan for instructional alignment within and between grades.

Teaching and Learning

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

All instructional materials at SDCCS in the core curriculum are aligned to the California Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's current list of standards-based materials SDCCS considers curriculum choices that are aligned to our mission and vision.   Instructional materials review and adoption activities are conducted by the teachers and administrative staff.

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

San Diego Cooperative Charter School adheres to or exceed the recommended instructional minutes for reading/language arts, mathematics and physical education.

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

Teachers at SDCCS have the flexibility to pace their instruction to meet the needs of the students in their class based on both formative and summative assessments. Student interventions are provided through specialized instruction both inside and outside of the classroom.

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

All students groups have access to standards-based instructional materials.

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

SDCCS ensures that all adopted curricular materials have been approved by the State Board of Education to ensure alignment to our state standards. Intervention materials, such as our Orton Gillingham Literacy Program, are research-based and proven to effectively target fluency and comprehension for all students.

Opportunity and Equal Educational Access

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

All classes at SDCCS are universally designed using the core materials in ELA and Math and provide individualized assistance to underperforming students. This includes the use of homogeneous grouping, 1:1 or small group support and Just-Right-Grouping (JRG). Our classrooms have Instructional Assistants that work closely with and support the learning needs of all students. Making use of dedicated intervention time at each grade level, pull-out intervention support is provided for small groups in both reading and math. Recommendation and monitoring of students in these programs is provided by the teaching teams.

Evidence-based educational practices to raise student achievement

Readers and Writers Workshop help us differentiate instruction and provide a means of helping students progress at their own rate while still being challenged. Mini-lessons provide a daily focal point which students incorporate into their work and discuss individually with their teachers. Teachers share meaningful feedback and make suggestions on how students can strengthen their progress. In all subject areas, students engage in whole group and small group instruction where they are encouraged to think critically. Teachers utilize Number Talks, experimentation, turn-and-talk, and student- choice. All students are also provided with time for guided and independent practice. Teachers use formative assessments to determine whether students have mastered the content or if they need further review. SDCCS integrates OG phonics for reading intervention. We also have Read Naturally that supports the older readers needing additional comprehension supports. In math
intervention, our teachers have adopted Illustrative Math and Lernzillion for comprehensive curriculum and feedback.

Parental Engagement

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

Research has shown that parent participation is the single greatest indicator of student success. Parents are the backbone of The San Diego Cooperative Charter School. We believe that these energies are well spent, as our students develop life skills essential to their growth as competent, secure and successful individuals. Parent participation is a gift to our children rather than a chore. We recognize that each family will contribute in different ways. We welcome all parents and have many ways that families can support our school that can be undertaken during non-school hours. Parents who work with the children will receive appropriate training. A cooperative school environment can only be achieved by each of us as individuals devoting our valuable time to the success of all of our children and to the school as a whole. We sincerely value and appreciate all volunteers. For campus specific PSA information available in the campus addendums.

The San Diego Cooperative Charter School strongly believes that parent involvement is key to student's success. However, no parent involvement plan or policy shall require mandatory service from parents, and under no circumstances shall any student suffer any adverse consequences, including without limitation, denial of admission or readmission based upon a parent's level of service or other contribution to the school.

We recognize that every parent is able to be involved at different levels due to such circumstances as family, work, health and even cultural reasons.

The definition of parent involvement that The San Diego Cooperative Charter School value above all else is parental engagement with their students' learning and growth. Therefore, two levels of parent involvement both formal and informal will be made available to parents.

Level I. Required:
Commitment and willingness to adhere and support all The San Diego Cooperative Charter School policies.
Two-way communication between the school and home regarding the education and well-being of the student.

Level II. Encouraged
Volunteering in one of the many opportunities across the campuses
Participation in parent-teacher meetings
Attendance at school curriculum events, such as Project Nights
Attendance at Parent Information Workshops
Participation in the Parent Staff Association (PSA)

SDCCS provides our families with multiple opportunities to be involved in their child's education. Our PSA provides parent education nights on topics such as High School Night, cybersafety, and parenting skills. Our staff have offered sessions on reading and math strategies so that parents better understand our program and can support at home. Our PSA provides dozens of meaningful ways for parents to get involved: our Back to School Block Party in the fall, Scholastic Book Fairs, Family Game Nights, ELAC Potlucks, volunteering in the classroom, and chaperoning on field trips. Parents also participate in Executive Committee and provide input towards our annual goals. The PSA works tirelessly to help raise much needed funds for our schools. SDCCS has established a DELAC (English Learner) parent advisory groups also help us assist students who may be under-achieving and to ensure that we have feedback from all stakeholders.

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)

N/A

Funding

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

N/A

Fiscal support (EPC)

SDCCS raises approximately $10,000 a year, all moneys raised goes towards increasing student engagement and achievement.

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

An initial review of data was completed by the Executive Director in August of 2020. Administrators had an opportunity to review data and contribute to the plan.

Each year SDCCS hosts an LCAP stakeholders input session this year we increased stakeholder feedback due to COVID-19. Parents and staff are invited to participate in three different surveys and more than 6 zoom meetings to collect feedback and communication plans effectively. The school made worked to seek specific feedback, based upon stakeholder perspectives and worked to reach out directly to parents to encourage participation from underrepresented groups. The Administration team also reports school data at PSA and our Board of Directors, as well as participating in PSA Speaker Nights and Principal's Coffee to solicit input from parents.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	N/A%	.01%	0%	N/A	N/A	0
African American	N/A%	3%	2%	N/A	19	16
Asian	5%	4%	4%	25	31	24
Filipino	N/A%	1%	1%	N/A	N/A	7
Hispanic/Latino	33%	42%	41%	154	324	277
Pacific Islander	N/A%	0.3%	1%	N/A	N/A	5
White	48%	39%	35%	221	300	236
Multiple/No Response	12%	12%	15%	57	87	103
			Total Enrollment	465	735	649

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	56	102	76
Grade 1	43	88	82
Grade 2	50	76	74
Grade3	48	93	69
Grade 4	51	80	83
Grade 5	54	73	78
Grade 6	53	74	72
Grade 7	55	78	69
Grade 8	49	71	75
Total Enrollment	459	735	678

Conclusions based on this data:

1. Enrollment has changed greatly over the past two years, the percentage of students in each subgroup has relatively stayed the same with a considerable increase in our Hispanic/Latino population from the addition of Mountain View to our CDS code.

2. Looking ahead, enrollment will return closely to the 2017-2018 numbers as Mountain View is no longer a part of our CDS code.

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	48	114	109	10.3%	15.5%	16.8%
Fluent English Proficient (FEP)	48	114	109	10.3%	15.5%	16.8%
Reclassified Fluent English Proficient (RFEP)	30	45	66	6.5%	6.12%	10.2%

Conclusions based on this data:

1. Our English Learners more than doubled in 2018-2019 when Mountain View was added to our CDS code.

2. We have increased our reclassification from 6.12% to 10.2% even with fewer English Learners as the year before.

3. We have been building English Learning programs that support our English Learners with Orton Gillingham, an EL coordinator and professional development that focused on best practices.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# 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	50	50	87	48	48	85	48	48	85	51	52	93
Grade 4	49	51	81	42	50	81	42	50	81	50	50	80
Grade 5	55	53	72	54	52	72	54	52	72	56	55	73
Grade 6	55	53	71	52	52	68	52	52	68	57	54	74
Grade 7	54	53	78	50	53	78	50	50	78	54	54	78
Grade 8	46	49	66	46	45	64	46	46	64	47	50	71
All	309	309	455	291	300	448	291	300309	448	457	465	649

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

Grade Level	Overall Achievement for All Students														
	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	2442.	2423.	2412.	31.25	20.83	20.00	25.00	27.08	24.71	25.00	27.08	22.35	18.75	25.00	32.94
Grade 4	2477.	2486.	2445.	23.81	30.00	14.81	23.81	36.00	24.69	28.57	12.00	18.52	23.81	22.00	41.98
Grade 5	2491.	2488.	2515.	11.11	11.54	30.56	35.19	30.77	29.17	27.78	25.00	16.67	25.93	32.69	23.61
Grade 6	2548.	2517.	2511.	23.08	3.85	16.18	40.38	42.31	26.47	19.23	32.69	29.41	17.31	21.15	27.94
Grade 7	2566.	2565.	2544.	16.00	16.98	12.82	44.00	43.40	38.46	28.00	16.98	23.08	12.00	22.64	25.64
Grade 8	2550.	2595.	3579.	4.35	22.22	17.19	50.00	44.44	35.94	17.39	20.00	28.13	28.26	13.33	18.75
All Grades	N/A	N/A	N/A	18.15	17.33	18.53	36.64	37.33	29.69	24.32	22.33	22.77	20.89	23.00	29.02

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.75	18.75	24.71	52.08	58.33	44.71	29.17	22.92	30.59
Grade 4	23.81	34.00	14.81	54.76	50.00	51.85	21.4325	16.00	33.33
Grade 5	27.78	25.00	34.72	46.30	44.23	48.61	25.93	30.77	16.67
Grade 6	30.77	15.38	23.53	44.23	55.77	39.71	25.00	28.85	36.76
Grade 7	28.00	33.98	14.10	58.00	43.40	60.26	14.00	22.64	25.64
Grade 8	19.57	35.56	28.13	52.17	42.22	48.44	28.26	22.22	23.44
All Grades	28.42	27.00	22.99	46.23	49.00	49.11	25.34	24.00	27.90

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	18.75	16.67	12.94	52.08	45.83	49.41	29.17	37.50	37.65
Grade 4	23.81	20.00	9.88	54.76	52.00	48.15	21.43	28.00	41.9816
Grade 5	27.78	21.15	26.39	46.30	42.31	50.00	25.93	36.54	23.61
Grade 6	30.77	9.62	17.65	44.23	59.62	48.53	25,00	30.77	33.82
Grade 7	28.00	32.08	20.51	58.00	45.28	48.72	14.00	22.64	30.77
Grade 8	19.57	28.89	25.00	52.17	51.11	54.69	26.26	20.00	20.13
All Grades	25.00	21.33	18.30	51.03	49.33	49.78	23.97	29.33	31.92

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	20.83	27.08	15.29	70.83	64.58	57.65	8.33	8.33	27.06
Grade 4	16.67	24.00	17.28	71.43	62.00	74.07	11.90	14.00	8.64
Grade 5	7.41	15.38	22.22	77.78	59.62	56.94	14.81	25.00	20.83
Grade 6	26.92	23.08	16.18	57.69	69.23	58.82	15.38	7.69	25.00
Grade 7	16.00	24.53	16.67	72.00	60.38	65.38	12.00	15.05	17.95
Grade 8	10.87	28.89	23.44	69.57	62.22	67.19	19.57	8.98	9.38
All Grades	16.44	23.67	18.30	69.86	63.00	63.39	13.70	13.33	18.30

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	33.33	18.75	18.82	52.08	60.42	51.76	14.58	20.83	29.41
Grade 4	28.57	24.00	22.22	57.14	62.00	50.62	14.29	14.00	27.16
Grade 5	14.81	21.15	36.11	61.11	53.85	38.89	24.07	25.00	25.00
Grade 6	36.54	19.23	17.65	44.23	61.54	61.76	19.23	19.23	20.59
Grade 7	30.00	33.96	25.64	58.00	50.94	50.00	12.00	15.09	24.36
Grade 8	26.09	46.67	25.00	50.00	42.22	51.56	23.91	11.11	23.44
All Grades	28.08	27.00	24.11	53.77	55.33	50.67	18.1587	17.67	25.22

Conclusions based on this data:

1. The mean scale score remained somewhat consistent between 2016-2017 and 2017-2018.

2. All mean scale scored dropped in all grade levels except for fifth grade in 2018-2019.

3. Reading and research/inquiry are strong suits for our students in English Language Arts.

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	50	50	87	48	47	85	48	47	85	51	52	93
Grade 4	49	51	81	41	50	81	41	50	81	50	50	80
Grade 5	55	53	72	54	52	72	54	52	72	56	55	73
Grade 6	55	53	71	52	52	68	52	52	68	57	54	74
Grade 7	54	53	78	50	53	78	50	53	78	54	64	78
Grade 8	46	49	66	46	45	63	46	45	63	47	50	71
All	309	309	455	291	299	447	291	299	447	457	465	735

* 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	2412.	2412.	2400.	16.67	14.89	10.59	18.75	21.28	20.00	22.92	27.66	24.71	41.67	36.17	44.71
Grade 4	2459.	2446.	2440.	12.20	10.00	7.41	26.83	30.00	22.22	36.59	30.00	33.33	24.39	30.00	37.04
Grade 5	2494.	2487.	2490.	14.81	17.31	20.83	18.52	21.15	13.89	33.33	26.92	27.78	33.33	34.62	37.50
Grade 6	2546.	2506.	2468.	23.08	7.69	4.41	28.85	19.25	13.24	28.85	40.38	32.25	19.23	32.69	50.00
Grade 7	2554.	2559.	2533.	26.00	22.64	10.26	24.00	28.30	33.33	28.00	26.42	23.08	22.00	22.64	33.33
Grade 8	2526.	2567.	2548.	10.87	20.00	17.46	19.57	26.67	14.29	34.78	31.11	28.57	34.78	22.22	39.68
All Grades	N/A	N/A	N/A	17.53	15.38	11.63	22.68	24.40	19.91	30.58	30.43	28.19	29.21	29.77	40.27

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	20.83	19.15	20.00	18.75	25.53	21.18	60.42	55.32	58.82
Grade 4	19.51	16.00	9.88	39.02	28.00	25.93	41.46	56.00	64.20
Grade 5	27.78	23.08	22.22	22.22	28.85	26.39	50.00	48.08	51.39
Grade 6	30.77	11.54	4.41	34.62	38.46	26.47	34.62	32.08	69.12
Grade 7	40.00	28.30	14.10	34.00	39.62	44.87	26.00	500.00	41.03
Grade 8	10.87	26.67	19.05	39.13	42.22	28.56	50.00	31.11	52.38
All Grades	25.43	20.74	14.99	30.93	33.78	28.86	43.64	45.48	56.15

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	31.25	29.79	21.18	35.42	42.55	40.00	33.33	27.66	38.82
Grade 4	14.63	22.00	13.58	56.10	44.00	49.39	29.27	34.00	37.04
Grade 5	16.67	23.08	15.28	55.56	42.31	41.67	27.78	34.62	43.06
Grade 6	30.77	17.31	10.29	46.15	48.08	47.06	23.08	34.62	42.65
Grade 7	34.00	32.08	23.08	32.00	45.28	48.72	34.00	22.64	28.21
Grade 8	21.74	35.56	23.81	39.13	44.44	52.38	39.13	20.00	23.81
All Grades	25.09	26.42	17.90	43.99	44.48	46.31	30.93	29.10	35.79

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	29.17	21.28	14.12	43.75	53.19	50.59	27.08	25.53	35.29
Grade 4	24.39	24.00	16.05	48.78	40.00	39.51	26.63	36.00	44.44
Grade 5	14.81	19.23	19.44	51.85	44.23	56.94	33.33	36.54	23.61
Grade 6	25.00	17.31	13.24	48.08	44.23	38.24	26.92	38.46	48.53
Grade 7	20.00	20.75	19.23	56.00	56.60	57.69	24.00	22.64	23.08
Grade 8	10.87	17.78	19.05	52.17	60.00	47.62	36.96	22.22	33.33
All Grades	20.62	20.07	16.78	50.17	49.50	48.55	29.21	30.4387	34.68

Conclusions based on this data:

1. Our mean scale score either went down or remained the same in every grade level except for 5th grade between 2017-2018 and 2018-2019 These results were similar to the ELA mean scale results. These score drops were the result of adding another school to our CDS code.

2. The scores stayed somewhat consistent between 2016-2017 and 2017-2018.

3. Concepts and procedures are an area of focus and our hope is that our new curriculum will assist in moving all scores up.

School and Student Performance Data

ELPAC Results

Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**								
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1407	1432	1422	1450	1371	1390	16	
Grade 1	1430	1401	1431	1429	1430	1373	6	
Grade 2	1467	1490	1475	1505	1459	1473	9	
Grade 3	1516	1482	1523	1493	1509	1471	7	
Grade 4	1520	1517	1532	1532	1508	1502	7	
Grade 5	1539	1538	1566	1553	1511	1523	6	
Grade 6	1567	1515	1587	1526	1547	1504	3	
Grade 7	1534	1554	1522	1573	1545	1533	5	
Grade 8	1550	1511	1531	1497	1568	1526	5	
All Grades	1483	1486	1491	1500	1469	1467	64	

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
Overall Language **Percentage of Students at Each Performance Level for All Students**										
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	3	1	4	12	7	6	2	0	16	19
1	1	0	3	1	0	3	2	7	6	11
2	2	1	4	6	2	3	1	0	9	10
3	2	2	3	4	1	7	1	3	7	16
4	1	3	6	9	0	3	0	1	7	16
5	3	4	2	5	1	0	0	1	6	10
6	2	1	1	3	0	8	0	0	3	12
7	1	1	3	4	1	1	0	0	5	6
8	3	0	1	4	1	0	0	3	5	7
All Grades	18	13	27	48	13	31	6	15	64	107

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students									
	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	31.25%	31.58%	12,50%	47.37%	43.75%	21.05%	12.50%	0.0%		19
1	16.67%	0.0%%	16.67%	27.27%	50.00%	36.36%	16.67%	36.36%		11
2	44.44%	50.00%	55.56%	40.00%	0.00%	10.00%	0.0%	0.0%		10
3	57.14%	25.00%	28.57%	37.50%	14.29%	25.00%	0.0%	12.50%		16
4	85.71%	50.00%	14.29%	43.75%	0.0%	6.25%	0.0%	0.0%		16
5	66.67%	90.00%	33.33%	0.0%	0.0%	0.0%	0.0%	10.00%		10
6	66.67%	16.67%	33.33%	83.33%	0.0%	0.0%	0.0%	0.0%		12
7	60.00%	66.67%	20.00%	16.67%	20.00%	16.67%	0.0%	0.0%		6
8	40.00%	28.57%	20.00%	14.29	40.00%	14.29%	0.0%	42.86%		7
All Grades	48.44%	37.38%	25.00%	38.32%	21.88%	14.95%	4.69%	9.35%		107

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students									
	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	12.50%	5.26%	12.50%	21.05%	37.50%	63.16%	37.50%	10.53%	16	19
1	16.67%	0.0%	50.00%	9.09%	0.0%	18.18%	33.33%	72.73%	6	11
2	22.22%	10.00%	11.11%	10.00%	33.33%	50.00%	33.33%	30.00%	9	10
3	0.0%	6.25%	57.14%	6.25%	0.0%	37.50%	42.86%	50.00%	7	16
4	0.0%	0.0%	42.86%	18.75%	50.00%	62.50%6	14.29%	18.75%	7	16
5	0.0%	0.0%	33.33%	30.00%	66.67%	60.00%	16.67%	10.00%	6	10
6	33.33%	0.0%	0.0%	0.0%	20.00%	58.33%	0.0%	41.67%	3	12
7	20.00%	0.0%	40.00%	16.67%	20.00%	66.67%	20.00%	16.67	5	6
8	40.00%	0.0%	40.00%	28.57%	29.69%	28.57%	0.0%	42.86%	5	7
All Grades	14.06%	2.80%	29.69%	14.95%	29.69%	50.47	25.56%	31.78%	64	107

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	43.67%	26.32%	43.75%	68.42%	12.50%	5.26%	16	19
1	50.00%	18.18%	50.00%	63.64%	0.0%	18.18%	6	11
2	66.67%	60.00%	33.33%	40.00%	0.0%	0.0%	9	10
3	42.86%	12.50%	42.86%	56.25%	14.29%	31.25%	7	16
4	57.14%	25.00%	33.33%	62.50%	0.0%	12.50%	7	16
5	66.67%	20.00%	0.0%	80.00%	0.0%	0.0%	6	10
6	100%	8.33%	0.0%	75.00%	0.0%	16.67%	3	12
7	80.00%	33.33%	20.00%	33.33%	20.00%	33.33%	5	6
8	40.00%	28.57	0.0%	42.86%	0.0%	42.86%	5	7
All Grades	56.25%	24.30%	6.25%	59.81%	6.25%	15.89%	64	107

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	18..75%	31.58%	56.25%	68.42%	25.00%	0.0%	16	19
1	16.67%	0.0%	33.33%	54.55%	50.00%	45.45%	6	11
2	33.33%	30.00%	66.67%	70.00%	0.0%	0.0%	9	10
3	57.14%	68.75%	42.86%	18.75%	0.0%	12.50%	7	16
4	100.00%	81.25%	0.0%	18.75%	0.0%	0.0%	7	16
5	83.33%	90.00%	16.67%	0.0%	0.0%	10.00%	6	10
6	66.67%	100%	33.33%	0.0%	0.0%	0.0%	3	12
7	60.00%	83.33%	40.00%	16.67%	0.0%	0.0%	5	6
8	60.00%	28.57%	40.00%	28.57%	0.0%	42.86%	5	7
All Grades	48.44%	57.01%	40.63%	32.71%	10.94%	10.28%	64	107

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	0.0%	0.0%	87.50%	94.74%	12.50%	5.26%	16	19
1	50.00%	9.09%	16.67%	18.18%	33.33%	72.73%	6	11
2	33.33%	10.00%	33.33%	70.00%	33.33%	20.00%	9	10
3	28.57%	6.25%	28.57%	31.25%	42.86%	62.50%	7	16
4	14.29%	0.0%	85.71	56.25%	0.0%	43.75%	7	16
5	16.67%	10.00%	66.67%	80.00%	16.67%	10.00%	6	10
6	33.33%	0.0%	66.67%	8.33%	0.0%	91.67%	3	12
7	20.00%	0.0%	40.00%	50.00%	40.00%	50.00%	5	6
8	40.00%	28.57%	60.00%	14.29%	0.0%	57.14%	5	7
All Grades	21.88%	5.61	57.81%	50.47%	20.31%	49.93%	64	107

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	25.00%	21.05%	6.25%	52.63%	68.75%	26.32%	16	19
1	16.67%	0.0%	50.00%	27.27%	33.33%	72.73%	6	11
2	11.11%	10.00%	66.67%	50.00%	22.22%	40.00%	9	10
3	0.0%	6.25%	71.43%	68.75%	28.57%	25.00%	7	16
4	0.0%	0.0%	71.43%	87.50%	28.57%	12.50%	7	16
5	0.0%	0.0%	100.00%	90.00%	0.0%	10.00%	6	10
6	0.0%	0.0%	100.00%	91.57%	0.0%	8.33%	3	12
7	0.0%	0.0%	100.00%	100.00%	0.0%	0.0%	5	6
8	40.00%	0.0%	60.00%	85.71%	0.0%	14.29%	5	7
All Grades	12.50%	5.61%	57.81%	70.09%	29.69%	24.30	64	107

Conclusions based on this data:

1. The listening and speaking domains are two areas of strength. This is not a surprise as so much of the constructivist program we run is about processing thoughts with and listening to the teacher and peers.

2. The reading and writing domains are two areas of growth.

3. The total number of students that are assessed with the ELPAc decreases by more than half from K-8 both in 2017-2018 and 2018-2019.

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**
772	**317**	**136**	**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	136	136
Foster Youth	0	0
Homeless	N/A	N/A
Socioeconomically Disadvantaged	317	317
Students with Disabilities	141	20%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	19	2%
American Indian	N/A	N/A
Asian	31	4%
Filipino	N/A	N/A
Hispanic	324	41%
Two or More Races	72	9%
Pacific Islander	N/A	N/A
White	300	39%

Conclusions based on this data:

1. Our two largest ethnicity groups are White and Hispanic making up 80% of our student population.

2. We have a higher than average number of students with disabilities at 20%.

3. 41% of our students are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Blue	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Math is an are of improvement, we are purchasing a new curriculum to support learning

2. English Language arts is an area of growth.

3. Chronic Absenteeism is a strength for our school.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	1	

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

All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
45.5 points below standard	101.6 points below standard	Less than 11 students
Declined 16 points	Declined 16.5 points	
Number of students 443	Number of students 96	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 students	87.7 points below standard	79.1 points below standard
Number of students 7	Declined 17.5 points	Increased 20.9 points
	Number of Students 190	Number of students 96

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
94.3 Points below standard	Less than 11 students	8.1 Points below standard	Less than 11 students - data not displayed
No Data		Declined 37.9 points	Number of students 4
Number of Students 11		Number of students 17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Yellow
75 points below standard	34.4 points below standard	Less than 11 students - data not displayed	17.8 Points below standard
Declined 18.8 points	Increased 5.2 points	Number of students 1	Declined 8.3 points
Number of students 197	Number of students 43		Number of students 167

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**
92.3 Points below standards	31.7 Points below standard	6.6 Points above standards
Declined 8.7 points	Declined 27 points	Declined 6.6 points
Number of students 67	Number of students 29	Number of students 333

Conclusions based on this data:

1. The scores in 2019 for English Learners in English Language Arts have declined. We have strong beliefs that the addition of our Mountain View site contributed to the decline.

2. All areas of our 2019 fall dashboard For English Learners in English Language arts declined, even if some were above standard.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	3	0	0

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		
All Students	**English Learners**	**Foster Youth**
Orange	Red	
45.5 points below standard	101.6 points below standard	
Declined 16 Points	Declined 16.5 Points	
Number of Students: 443	Number of Students: 96	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
	87.7 points below standard	79.1 points below standard
	Declined 17.5 Points	Increased 20.9 Points
	Number of Students: 190	Number of Students: 96

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
94.3 points below standard		8.1 points below standard	Less than 11 students
No Data		Declined 37.9 Points	Number of Students: 4
Number of Students: 11		Number of Students: 17	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Yellow	No Performance Color	Yellow
75 points below standard	34.4 points below standard	Less than 11 students	17.6 points below standard
Declined 18.8 Points	Increased 5.2 Points	Number of Students: 1	Declined 8.3 Points
Number of Students: 197	Number of Students: 43		Number of Students: 167

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
123 points below standard	52.2 points below standard	30.2 points below standard
Declined 21.6 Points	Declined 6.6 Points	Declined 10.5 Points
Number of Students: 67	Number of Students: 29	Number of Students: 332

Conclusions based on this data:

1. The scores in 2019 for English Learners in Mathematics have declined. We have strong beliefs that the addition of our Mountain View site contributed to the decline.

2. Our English Learners are well below standard and need additional support.

3. Not one area above is above standard.

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

English Learner Progress
Red
50.6% making progress towards English language proficiency
Number of EL Students: 81
Performance Level: Low

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
23.4%	25.9%		50.6%

Conclusions based on this data:

1. Although our English Learners perform below standard 50.6% of them progressed at least one ELPI level in 2019.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
			1	5

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

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
1.4% chronically absent	2.3% chronically absent	Less than 11 students
Declined 5.3%	Increased 2.3%	Number of Students: 0
Declined 5.3%	Number of Students: 133	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 students	0.6% chronically absent	2.2% chronically absent
Number of Students: 10	Declined 8.8%	Declined 8.6%
	Number of Students: 313	Number of Students: 138

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0% chronically absent	Less than 11 students	6.5% chronically absent	Less than 11 students
Number of Students: 19	Number of Students: 1	Declined 1.5%	Number of Students: 8
		Number of Students: 31	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Blue
1.3% chronically absent	1.2% chronically absent	Less than 11 students	1.3% chronically absent
Declined 4.6%	Declined 8.5%	Number of Students: 2	Declined 5%
Number of Students: 319	Number of Students: 85		Number of Students: 297

Conclusions based on this data:

1. Attendance is a strength for SDCCS.

2. Attendance is a strength in our student groups that typically struggle in this area.

3. The attendance of Mountain View was slightly lower than Linda Vista although it was still very good, this would account for the declines.

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.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
	4			2
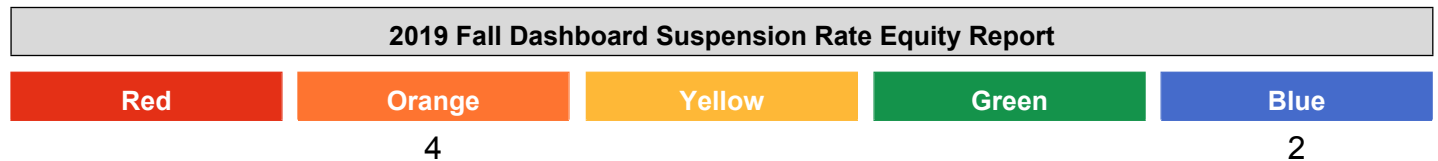
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	
0.9% suspended at least once	2.2% suspended at least once	
Increased 0.7%	Increased 2.2%	
Number of Students: 772	Increased 2.2%	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 students	1.3% suspended at least once	1.4% suspended at least once
Number of Students: 10	Increased 1.3%	1.4% suspended at least once
	Number of Students: 317	Number of Students: 141

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance ColorNumber of Students: 1	No Performance Color	No Performance Color
0% suspended at least once	Less than 11 students	0% suspended at least once	Less than 11 students
Number of Students: 19	Number of Students: 10% suspended at least once	Maintained 0% Number of Students: 31	Number of Students: 8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Blue
1.9% suspended at least once	0% suspended at least once	Less than 11 students	0.3% suspended at least once
Increased 1.9% Number of Students: 324	Maintained 0% Number of Students: 87	Number of Students: 2	Maintained -0.1% Number of Students: 300

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
1.5%	0.2%	0.9% suspended at least once

Conclusions based on this data:

1. In small schools suspension rates can change dramatically with enrollment.

2. Because we use restorative practices our suspension rates are lower than schools that do not.

3. The increased suspension rates of hispanic students was predominantly from the addition of Mountain View students who were a majority Hispanic.

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

Student Achievement

LEA/LCAP Goal

Increase student achievement for all students and reduce the achievement gap for underperforming students.

Goal 1

Increase student achievement for all students and reduce the achievement gap for underperforming students.

Identified Need

Student and subgroup achievement gap

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Increased reclassification performance on ELPAC	In 2019-2020 we had 10.2% of our EL reclassified	We expect to meet or exceed this number.
2. Continue implementing classroom supports utilizing the RTI model	RTI program was integrated into 100% of our classrooms	We will work to have the RTI program was integrated into 100% of our classrooms
3. We will maintain a Middle School Dropout Rate of 0%	We have maintained a middle school dropout of 0%	We expect to maintain a middle school drop out rate of 0%
4. We will aim for an attendance rate of 96% or higher.	The average daily attendance rate was 96% in 2017-2018	We expect to reach a 96% ADA or higher in 2020-2021
Maintain a Special Education identification rate of less than 5%	In 2019-2020 we had a rate of less than 5% identification rate	We expect because of distance learning we will have a fewer than 5% identification rate.

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)

Low SES, EL, foster, homeless students

Strategy/Activity

Need $57,000 towards IA adn how will the IA help serve the Unduplicated population

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)
52,737	Title I 2000-2999: Classified Personnel Salaries
4,034	Title I 3000-3999: Employee Benefits

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

Profesional Development

LEA/LCAP Goal

Provide highly skilled teachers and support staff who are focused on student-centered learning to promote student growth and achievement.

Goal 2

Provide highly skilled teachers and support staff who are focused on student-centered learning to promote student growth and achievement.

Identified Need

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5 days of professional development provided to teachers annually.	5 days of professional development provided to teachers annually.	We expect to exceed this baseline because of additional training needed for our math program as well as COVID-19 related trainngs.

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)

Low SES, EL, foster, homeless

Strategy/Activity

5 PD before school year days that all staff participates in annually

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)
10,610	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries
48,589	LCFF 1000-1999: Certificated Personnel Salaries
9,688	LCFF 2000-2999: Classified Personnel Salaries
11,160	LCFF 3000-3999: Employee Benefits

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

Stakeholder Engagement

LEA/LCAP Goal

Provide meaningful opportunities for parents and families to be engaged and involved in student learning.

Goal 3

Provide meaningful opportunities for parents and families to be engaged and involved in student learning.

Identified Need

State Priorities:
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain a parent volunteer program with 10,000 volunteer hours logged per year.	Our parent volunteer program exceeded 10,000 hours with 17,204 hours logged in 2018-19 with two schools	We expect to meet the expected 10,000 hours however due to COVID-19
Report Card Data - 100% of parents receive a detailed and updated learning profile of student strengths and areas We would like to work to get translated report cards for parents that can not read English.	100% of parents received a detailed and updated learning profile of student strengths and areas of growth in a narrative form and were invited to meet with instructional staff.	100% of parents received a detailed and updated learning profile of student strengths and areas of growth in a narrative form and were invited to meet with instructional staff.
Minimum of 7 Parent trainings and meetings during and outside of the regular school day.	We conducted seven parent training outside of the regular school day. We have established a new baseline for parent trainings of seven organization wide.	Due to COVID-19 we anticipate exceeding the previous baseline due to the need to communicate with families and stakeholders.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School staff and teachers will work to engage parents in meaningful ways to support student learning, community activities and build connections to support all stakeholders.

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)
2000	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries Release time and any supplies/instructional materials needed
352	LCFF 3000-3999: Employee Benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will participate in multiple trainings to support student assessment and meaningful reporting.

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

Amount(s)	Source(s)
5,920	LCFF

	1000-1999: Certificated Personnel Salaries Professional Development for Instructional staff for best strategies when working with students from this subgroup.
1,042	LCFF 3000-3999: Employee Benefits

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate and Conditions of Learning

LEA/LCAP Goal

Support student engagement by promoting physical and emotional development of students within safe and well-maintained facilities.

Goal 4

Support student engagement by promoting physical and emotional development of students within safe and well-maintained facilities.

Identified Need

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will maintain expulsion and suspension rates below the CA Statewide averages.	Our current suspension rate on the California Schools Dashboard is blue.	We expect that we will be able to maintain a rating in the blue under the California Schools Dashboard.
Students feel safe as indicated by the CHKS.	Student feelings of safety on campus: answers of very safe or safe: 86% at the fifth grade at LV 70% at the 7th grade at LV	With the new building we anticipate students feelings of safety increasing but with COVID we anticipate mixed results.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

a. Provide Second Step curriculum materials for social-emotional learning for every classroom TK-5.

b. Provide training for lead teachers and exposure to all staff best trauma informed curriculum and practices.
c. Provide counseling time for peer-counseling, conflict management and student assistance programs.

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)
7,000	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries
1,232	Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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.

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	$77,089.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$154,364.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$56,771.00
Title II Part A: Improving Teacher Quality	$10,610.00

Subtotal of additional federal funds included for this school: $67,381.00

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

State or Local Programs	Allocation ($)
LCFF	$76,751.00
Title IV Part A: Student Support and Academic Enrichment	$10,232.00

Subtotal of state or local funds included for this school: $86,983.00

Total of federal, state, and/or local funds for this school: $154,364.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	76,751.00
Title I	56,771.00
Title II Part A: Improving Teacher Quality	10,610.00
Title IV Part A: Student Support and Academic Enrichment	10,232.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	74,119.00
2000-2999: Classified Personnel Salaries	62,425.00
3000-3999: Employee Benefits	17,820.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	54,509.00
2000-2999: Classified Personnel Salaries	LCFF	9,688.00
3000-3999: Employee Benefits	LCFF	12,554.00
2000-2999: Classified Personnel Salaries	Title I	52,737.00
3000-3999: Employee Benefits	Title I	4,034.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	10,610.00

| 1000-1999: Certificated Personnel Salaries | Title IV Part A: Student Support and Academic Enrichment | 9,000.00 |
| 3000-3999: Employee Benefits | Title IV Part A: Student Support and Academic Enrichment | 1,232.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	56,771.00
Goal 2	80,047.00
Goal 3	9,314.00
Goal 4	8,232.00

School Site Council Membership

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

Kathy Osterhout School Principal

Michelle Fox-Lucas Classroom Teachers

Amy Spitler Other School Staff

Erica Briseno Parent or Community Members

Name of Members	Role
Sarah Saluta	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Special Education Advisory Committee

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

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

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

Attested:

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.

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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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