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
Sierra Middle School	33-67215-6059141		December, 17 2019

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

Additional Targeted Support and Improvement

The purpose of the Sierra Middle School SPSA is to coordinate all educational services at the

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.

Sierra Middle School plans to effectively meet the ESSA requirements in alignment with LCAP, federal, state, and local programs is to develop three goals stemming from our District's LCAP goals. Additionally, we have developed one goal that specifically address Family and Community Engagement. The goals are created and implemented through a collaborative cycle of inquiry with site leadership team and reviewed regularly throughout the school year by administration, Leadership and specific content area departments.

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).

Surveys on student and teacher well-being, digital access and equity.

Students Survey:
Gallup Survey

PD survey:
Opportunities for teachers to observe effective instructional strategies
Utilize district staff development specialists and instructional coaches to work with teachers on how to effectively implement the core instructional program
Opportunities for teachers to participate in course group or department pull-out days to collaborate on best practices and analyze formative/summative student data
Teacher training opportunities offered throughout the year in various topics
Instructional services specialists provide training in areas of need
Time for teacher collaboration by department and course groups

Parent Involvement survey:
Opportunities to discuss student grades and achievement data
Opportunities to engage parents at the school site
Regular communication from school to home

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

Sierra administration will conduct formal and informal classroom visits. At the beginning of the school year, we will conduct weekly classroom observations following our motto "Soaring to Excellence". After that, we will conduct classroom visits at least 2-3 times per week. Each walkthrough is focused on various instructional strategies as outlined by the Danielson Framework for Teaching to ensure continuity and quality of the instructional program. This school year, we are particularly focused on the Danielson Component 3C: Engaging Students in Learning.

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)

Each department uses the results of the state, district, and department assessments to write goals and monitor progress. Teachers track student achievement results based on short-cycle common assessments. This review of data is done in department meetings, staff meetings, and interdisciplinary team meetings The results are used to guide instruction, implement interventions and assess specific standards that require additional reteaching. Through the process of creating assessments based on key standards and reviewing the results of such assessments for both Academic English Learners and all students, the staff discusses areas of growth and identifies areas where growth is limited. Each department works together to plan common lessons, discuss engagement strategies, and engage in professional dialogue. Instructional specialists from RUSD engage in planning and staff development with our staff. Students are expected to be able to log-in to a digital Dashboard and use technology to access their grades.

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

Classroom teachers and administrators will use online data systems to analyze student success on short-cycle common assessments, as well as prior years' test scores. The results of such analysis is used to differentiate classroom instruction, determine which standards that students have not mastered in order to provide reteaching and assist in determining students who may be in need of intervention. Teachers also use data and information to adjust instruction and provide enrichment to meet the needs of students performing advanced on assignments and assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are highly qualified

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

The Sierra administrative team works closely with teachers to ensure that teachers are using effective instructional strategies, are maintaining exemplary learning environments and are reviewing data to ensure that students are making progress. There are three essential areas of monitoring that the Sierra administration commits to upholding: review of data, monitoring of instructional practices and frequent dialogue with teachers to provide feedback and the next steps (which includes data gathered during classroom observations). It is expected that teachers will use all available resources to engage students in learning, and Sierra administration monitors instructional resources to maintain classroom desks, whiteboards, technology, etc. We supply teachers with necessary classroom and instructional materials so they can provide the best instruction possible.

Teachers attend staff development workshops as appropriate to support their classroom instruction and promote articulation with other teachers in their subject areas. Common assessments are required from each department and data evaluated for pacing and planning. We effectively enforce the school's disciplinary practices and policies. We consistently communicate Sierra's expectations for attendance and behavior with students and their parents. We support first and second-year teachers with the district's Professional Growth Systems and by teaming them with an experienced, highly-skilled, teacher. We strive to ensure that teachers' class sizes are as equitable as possible and that there are ideal teacher-student ratios. We empower teachers to not only make appropriate curricular and instructional decisions, but we also support creativity and encourage teachers to try new instructional practices. We publicize student achievement, recognize the teachers who are responsible for student achievement, and celebrate these successes. We provide half or full-day subs for departments to have additional PLC time for planning and reviewing data.

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

Staff development at Sierra focuses on effective components of instruction, including engagement, objectives, research-based strategies, structured note-taking, rigor and communicating high expectations. During staff meetings, effective instructional strategies are modeled and administration provides direction to staff about essentials that need to be implemented. In addition, department chairs provide staff development at staff meetings. After reviewing the desired strategy, site administrators look for evidence during classroom observations that such strategies are being implemented and if such strategies are not in place, teachers receive the support necessary to improve their instructional skills. Staff development, conversations and feedback are provided to teachers about how we are doing with areas of focus and next steps are taken to ensure growth. All core content teachers have received training in engagement strategies (AVID WICOR strategies, CLOSE reading, DOK), and most have been trained with additional engagement strategies like Thinking Maps and technology integration. Several of the Math teachers were involved with the Pythagorus project and some Language Arts teachers have been trained in Read 180. Many of our Science teachers participated in intensive training for Interactive Notebooks. A team comprised of administrators, teachers and technology coach attended an international technology conference to support Sierra's asynchronous learning. During collaboration time departments are required to look at their district, as well as state data, to help inform the next steps for their teaching and to set goals. Administration and the AEL contact also work with teachers to help them assess their data for Academic English Learner students, especially our long-term Academic English Learners and set goals and interventions for their academic achievement in our monitoring process. The Language Arts department has had staff development from RUSD's Instructional Services department and is going through the process of completing the Individual English Learner Monitoring Plans. Teachers hold one-on-one conferences in the fall and spring with all Academic English Learners and review student data including ELPAC scores and complete the Individual Monitoring Plan for Long-term AEL's. Teachers will discuss the reclassification requirements with AEL students and set goals to be reviewed and discussed at the end of the year.

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

Sierra teachers receive ongoing supports through various means. This includes receiving clearly established expectations from the principal and staff development during staff meetings and continuous review of data as departments, staff and through inter-disciplinary teams. Release time for planning and meeting with experts to create assessments, plan lessons and review data is also provided as a form of support. Furthermore, teachers receive all instructional tools needed so that they can effectively teach. In addition, Special Education classes have Instructional Assistants to aid in the classroom with academics, teacher support, behavior, and student achievement. We have one Bilingual Assistant who scaffolds instruction for newcomers and and assists teachers with instruction. Our bilingual assistant also works one-on-one with students and provides translation in parent-teacher conferences. In addition, we have a part-time translator to assist teachers with parent communication. Administration provides support for teachers and students, as well as ongoing staff development in instructional strategies and engagement. Teachers are often encouraged to sign up and attend workshops on the district SCHED website to hone their instruction and increase knowledge in best teaching practices. Sierra will continue to seek out more training and follow up from the district's staff development specialists in all areas of curricular and student needs to effectively transition to the common core state standards. Sierra staff have attended conferences where instructional and student engagement are the focus and all have attended staff meetings in which this information has been modeled. Sierra will continue to provide instructional assistance from our administration team, technology coach, department chairs, team leaders, and the district's BTSA/PGS program. Teachers are provided feedback, formal and informal, via observations from administration.

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

Sierra has staff meetings approximately once a month to continue our learning and practice of research-based instructional strategies. Staff development this year has included integrating technology, increasing the use of academic language, effective student collaborations, AVID WICOR strategies and instructional shifts related to the Common Core State Standards.
We have scheduled collaboration time for every early release Wednesday, for our staff to meet in departments or interdisciplinary teams. During these meetings teachers participate in lesson planning, analyzing data, sharing common strategies, and brainstorm interventions for at-risk learners and enrichment activities for advanced learners. Departments use this time to plan common lessons, address and monitor the needs of Academic English Learners, as well as analyze data to help guide future instruction. Grade level teachers monitor the progress of at-promise students, plan parent conferences, initiate SST meetings, and discuss strategies that are successful for these students.

Teaching and Learning

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

Sierra uses state and district adopted materials, as well as district pacing guides for our daily instruction.

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

Teachers group students based on need to ensure students are exposed to concepts with sufficient support and pacing. In this way, teachers are accountable for fulfilling instructional minutes across the grade level. Site principal and assistant principal make frequent informal visits to classrooms throughout the instructional day to ensure that instructional time is being used effectively.

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

Teachers work to create unit plans and have time throughout the school year in Professional Learning Communities using the Cycle of Inquiry process. to make addendums to these plans. Furthermore, grade levels have articulation time to allow opportunities for collaboration and sharing of best practices. Intervention courses are provided at each grade level in Mathematics and English/Language Arts. Study skills courses are also provided at each grade level.

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

Standards-based instructional textbooks and supplemental resource materials are available in all classrooms for classroom use, and every student at Sierra has the required textbooks (either in print or digital). In all curricular areas, supplementary materials, including online resources, are used by all departments. Teachers provide opportunities for absent students to make up any missing work.
Technology is used as a tool to support student learning and reinforce grade-level standards, including the use of student netbooks, tablets, and personal devices.

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

State approved English/language arts, science, social studies and math series textbook adoptions provide materials and manipulatives to be used for the purpose of instruction and intervention. These resources are given to each teacher and additional materials are housed on campus where teachers have access to them. The publisher for Science is Scott Foresman. The publisher for Social Studies in Houghton Mifflin. The publisher for English Language Arts is the district adopted Study Sync, is McGraw Hill. The publisher for math 2018-2019 academic year is Illustrative Mathematics.

Opportunity and Equal Educational Access

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

Sierra utilizes district developed staff workshops, staff development specialists, department chairs, teacher mentors, a technology coach, department PLC
planning days, school counselors, bilingual aide in SDAIE and ELD classes, Spanish translator, PrimeTime, and MTSS Interventions to help meet the
needs of our underperforming students. We also have Read 180 classes, Special Education classes, ST Math, AVID and AVID EXCEL classrooms that allow our
underperforming students to meet the standards.

Evidence-based educational practices to raise student achievement

Teachers at Sierra use a variety of research-based educational practices to raise student achievement. Such strategies include AVID WICOR, engagement
strategies, and use of data to identify key standards and improve instruction, integration of technology to engage students and support standards-based instruction. Teachers at Sierra have shifted their instructional practices to meet the demands of the common core state standards. The educational practices are monitored through administrative classroom visits to support instruction and help
raise student achievement.

Parental Engagement

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

Teachers maintain open communication with parents regarding their students performance and progress. In the fall and spring, we hold Parent-Teacher Conferences where parents meet with each of their child's teachers. In addition, teachers at Sierra make phone calls to parents/guardians and use SchoolMessenger to notify parents of students' behavior and progress, send home progress reports and post information on the school website. Grades are posted on AERIES and Dashboard. Parents can use RUSD's Dashboard and the Aeries Parent Portal to track how their child is doing. Sierra has an updated website with school-wide and departmental information from departments. Parents receive progress reports every three weeks. Furthermore, the principal sends text messages to all parents who have signed up on Remind. Additional parent meetings are held regarding student progress, intervention programs, student celebrations, etc. Parents are also sent invitations to participate in teacher Google Site class page, where the parents can access information such as a calendar, homework, etc.

Sierra holds numerous parent meetings, such as ELAC meetings, School Site Council, IEP conferences, Awards Nights, Performing and Visual Arts Events and Student Study Teams. Families receive notices for parent meetings by mail, auto dialer and on our school marquee at least seventy-two hours in advance. Meeting attendance is encouraged for our Parent-Teacher Conferences and also in a notice sent home in the fall informing parents of committees and meetings needing parent participation. Parents also provide suggestions each year to add to our parent involvement policy through PTSA, ELAC and School Site Council meetings. We also have representatives attend the district DELAC meetings and report back to the ELAC and School Site Council meetings.

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)

The School Site Council, ELAC and PTSA will review school goals for each department in the Fall of 2018 from the previous school year. Additionally, staff and SSC will receive results from school assessments and compare those results to the goals in the School Plan for Student Achievement.

Funding

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

Services that our school will provide for our students that are underperforming include but are not limited to:
- Specific identification of struggling students
- Teachers support various AEL's with use of the district monitoring form and conference with AEL's

*Saturday School as an academic and behavioral intervention

*Increased focus on rigor and student engagement
- Teacher collaboration during department/school planning time
- Staff attendance at conferences
- Extended learning time
- Support classes for students struggling in Language Arts, Math, and/or ELD
- Support for the AVID and AVID EXCEL classes

Purchase of technology - Chromebooks, ipads, headphones, Promethean boards, projectors, doc cameras, ebooks
- Purchase as recommended software licenses to increase student achievement
- Rewards and incentives to motivate students to achieve at higher levels (i.e. GPA awards)
- Online instructional programs to support student progress.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The process for the joint-development and annual review and update of the SPSA is through the SSC with input from our ELAC parents. Elected students, teachers, and classified staff sit on the SSC committee and meet monthly to review data (attendance, test scores, family engagement, etc). They use the data to develop the SPSA goals, actions and strategies. They also approve the Title I budget annually.

Resource Inequities

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

The resources that are offered to students are not meeting desired achievable results, therefore an equity plan needs to be established to provide equitable resources for student sub groups. Upon analyzing data, we determined that inequities exist in two main areas:

Sierra has overall decreased our suspension rates by 2.7%. However, Sierra's African-American students have had an Increase of 7.6% from 17-18 to 18-19. Sierra's English Language Learners have had an Increase of 1% from 17-18 to 18-19.

African-Americans at Sierra have had a 12.5% increase in chronically absent students.

ELPAC- Level 4 - Well Developed 22.4%, Level 3 - Moderately Developed 35.1%, Level 2 - Somewhat Developed, 17.9% Level 1 - Beginning Stage 24.6%

ELA SBAC scores for English Language learners have remained the same. English Language learners are 79.6 points below standard.
- African-American Students
- English Language Learners

o Sierra will start a Heritage program

o Provide additional training for EL support teachers and Coordinators.

o   All teachers will be PLC Trained through RCOE

o PBIS Training through RCOE

o Create Discipline Committee

o Claims, Evidence, and Reasoning Training
- To include layers of support for struggling students.
- To create positive connections through the community
- To provide training for all certificated staff members (PLC Trained). This will allow teachers to build capacity.

- Pullout Days and time for teachers and EL Coordinator to disaggregate data, target students, and plan interventions. Pull out time to also be used for teachers to complete instructional rounds.
- Provide opportunities for teachers to participate in various conferences that highlight research-based pedagogy for the at-risk learner. These conferences include the following but not limited to: CABE, Access and Equity, Preparate, AVID, Grading Practices Conf., Restorative Practice, PBIS, etc.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.6%	0.48%	0.23%	5	4	2
African American	4.7%	4.73%	4.36%	38	39	38
Asian	1.1%	2.06%	2.07%	9	17	18
Filipino	0.3%	0.36%	0.92%	2	3	8
Hispanic/Latino	80.8%	79.27%	79.56%	653	654	693
Pacific Islander	0.9%	0.36%	0.11%	7	3	1
White	9.4%	9.82%	9.99%	76	81	87
Multiple/No Response	1.6%	2.42%	2.3%	13	20	20
			Total Enrollment	808	825	871

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	16-17	17-18	18-19
Grade 7	395	444	454
Grade 8	413	381	417
Total Enrollment	808	825	871

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	138	129	157	17.1%	15.6%	18.0%
Fluent English Proficient (FEP)	295	292	296	36.5%	35.4%	34.0%
Reclassified Fluent English Proficient (RFEP)	9	30	4	6.2%	21.7%	3.1%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	375	412	425	363	404	413	363	404	413	96.8	98.1	97.2
Grade 8	413	365	406	403	358	397	403	357	397	97.6	98.1	97.8
All Grades	788	777	831	766	762	810	766	761	810	97.2	98.1	97.5

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

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2509.	2501.	2530.	5.79	6.68	11.38	29.48	21.78	33.90	27.55	31.68	25.67	37.19	39.85	29.06
Grade 8	2522.	2528.	2532.	6.70	6.16	9.32	22.33	28.57	28.97	35.48	33.33	29.47	35.48	31.93	32.24
All Grades	N/A	N/A	N/A	6.27	6.44	10.37	25.72	24.97	31.48	31.72	32.46	27.53	36.29	36.14	30.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	13.22	9.43	16.50	45.18	45.91	46.60	41.60	44.67	36.89
Grade 8	12.47	15.17	17.13	47.13	42.70	42.82	40.40	42.13	40.05
All Grades	12.83	12.12	16.81	46.20	44.40	44.75	40.97	43.48	38.44

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 7	12.98	11.41	23.49	51.10	51.36	48.18	35.91	37.22	28.33
Grade 8	9.80	12.64	13.35	50.75	48.03	54.16	39.45	39.33	32.49
All Grades	11.32	11.99	18.52	50.92	49.80	51.11	37.76	38.21	30.37

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 7	5.51	4.22	7.99	61.98	59.80	64.65	32.51	35.98	27.36
Grade 8	6.98	6.74	9.07	67.58	67.98	67.76	25.44	25.28	23.17
All Grades	6.28	5.40	8.52	64.92	63.64	66.17	28.80	30.96	25.31

Research/Inquiry Investigating, analyzing, and presenting information									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	17.91	13.90	25.73	48.48	51.12	47.57	33.61	34.99	26.70
Grade 8	16.46	17.98	20.15	46.38	51.40	45.34	37.16	30.62	34.51
All Grades	17.15	15.81	22.99	47.38	51.25	46.48	35.47	32.94	30.53

Conclusions based on this data:

1. In review of the last three years of data, it appears that 7th grade ELA is consistently under-performing, where as 8th grade has demonstrated some growth with ELA CAASPP.

2. In each year, reading comprehension continues to be an area of growth.

3. Research/inquiry has the largest amount of students scoring "at or near standard" or "above standard".

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 7	376	412	425	371	406	421	371	406	421	98.7	98.5	99.1
Grade 8	411	365	406	406	358	398	406	357	398	98.8	98.1	98
All Grades	787	777	831	777	764	819	777	763	819	98.7	98.3	98.6

* 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 7	2481.	2477.	2483.	7.01	4.43	6.65	11.86	14.04	14.73	32.61	29.31	26.60	48.52	52.22	52.02
Grade 8	2508.	2503.	2504.	9.61	10.08	11.81	12.07	15.41	11.31	29.06	22.97	25.13	49.26	51.54	51.76
All Grades	N/A	N/A	N/A	8.37	7.08	9.16	11.97	14.68	13.06	30.76	26.34	25.89	48.91	51.90	51.89

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 7	12.67	7.88	10.24	29.92	26.35	28.81	57.41	65.76	60.95
Grade 8	14.11	14.73	16.08	31.44	31.73	26.88	54.46	53.54	57.04
All Grades	13.42	11.07	13.08	30.71	28.85	27.87	55.87	60.08	59.05

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 7	7.01	5.17	8.79	39.62	43.60	40.86	53.37	51.23	50.36
Grade 8	10.84	12.11	11.81	37.19	44.79	39.95	51.97	43.10	48.24
All Grades	9.01	8.41	10.26	38.35	44.15	40.42	52.64	47.44	49.33

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 7	7.01	7.88	7.13	53.64	54.68	52.73	39.35	37.44	40.14
Grade 8	9.36	9.35	12.06	51.48	49.58	48.74	39.16	41.08	39.20
All Grades	8.24	8.56	9.52	52.51	52.31	50.79	39.25	39.13	39.68

Conclusions based on this data:

1. In review of the last three years of data, it appears that 7th grade math is consistently under-performing, where as 8th grade has demonstrated some growth with math CAASPP.

2. Historically, students seem to struggle more in math than they do in ELA.

3. Students excel in communicating reasoning, and struggle in concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*		*		*		*	
Grade 7	1455.9	1436.7	1456.6	1431.6	1454.8	1441.5	78	76
Grade 8	1504.6	1473.0	1496.7	1468.5	1512.1	1477.0	55	66
All Grades							134	142

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	15.38	7.89	33.33	19.74	23.08	31.58	28.21	40.79	78	76
8	32.73	9.09	38.18	27.27	*	30.30	*	33.33	55	66
All Grades	22.39	8.45	35.07	23.24	17.91	30.99	24.63	37.32	134	142

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	38.46	19.74	25.64	22.37	*	22.37	25.64	35.53	78	76
8	43.64	19.70	30.91	27.27	*	24.24	*	28.79	55	66
All Grades	40.30	19.72	27.61	24.65	8.96	23.24	23.13	32.39	134	142

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	0.00	14.10	11.84	26.92	34.21	53.85	53.95	78	76
8	25.45	3.03	*	16.67	34.55	28.79	25.45	51.52	55	66
All Grades	13.43	1.41	14.18	14.08	29.85	31.69	42.54	52.82	134	142

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
7	24.36	7.89	47.44	48.68	28.21	43.42	78	76
8	29.09	16.67	49.09	42.42	21.82	40.91	55	66
All Grades	26.12	11.97	47.76	45.77	26.12	42.25	134	142

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
7	51.28	31.58	23.08	30.26	25.64	38.16	78	76
8	67.27	24.24	*	45.45	*	30.30	55	66
All Grades	57.46	28.17	19.40	37.32	23.13	34.51	134	142

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
7	*	0.00	*	27.63	80.77	72.37	78	76
8	25.45	6.06	*	27.27	56.36	66.67	55	66
All Grades	14.18	2.82	14.93	27.46	70.90	69.72	134	142

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
7	*	2.63	67.95	59.21	25.64	38.16	78	76
8	*	0.00	65.45	72.73	*	27.27	55	66
All Grades	11.19	1.41	66.42	65.49	22.39	33.10	134	142

Conclusions based on this data:

1.

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**
871	**86.5**	**18.0**	**1.0**
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	157	18.0
Foster Youth	9	1.0
Homeless	47	5.4
Socioeconomically Disadvantaged	753	86.5
Students with Disabilities	140	16.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	38	4.4
American Indian	2	0.2
Asian	18	2.1
Filipino	8	0.9
Hispanic	693	79.6
Two or More Races	4	0.5
Pacific Islander	1	0.1
White	87	10.0

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. Although we are in the medium/orange range, Sierra has seen a decline in suspensions in the last five years.

2. In all five state indicators we have declined significantly in suspensions.

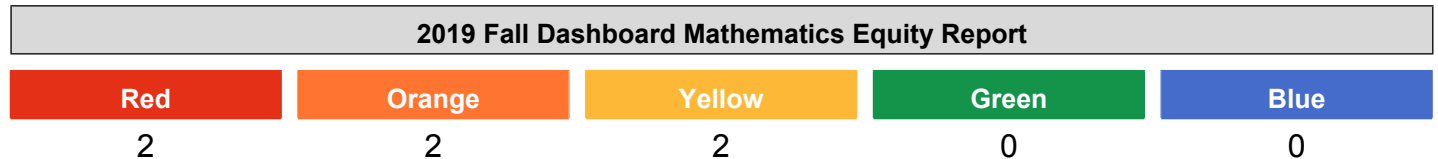**3.** In English Learner Progress we have declined 13.2% in suspensions.

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**
0	1	5	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 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**
Yellow	Yellow	No Performance Color
26.3 points below standard	68.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++17.2 points	Increased ++12.4 points	6
800	240	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
39.3 points below standard	32.1 points below standard	99.7 points below standard
Increased Significantly ++18.7 points	Increased ++14.4 points	Increased ++6.1 points
42	692	124

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
30.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	15.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++22.1 points	2	Increased Significantly ++41.5 points	5
31		17	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Yellow
26.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	27.1 points below standard
Increased Significantly ++17.1 points	3	1	Increased Significantly ++15.6 points
640			82

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
123.6 points below standard	28.9 points below standard	26 points below standard
Maintained ++0.5 points	Increased ++8.1 points	Increased Significantly ++19.6 points
101	139	380

Conclusions based on this data:

1. Declined significantly by 23.9 point for our homeless subgroup.

2. Increase of 3 points for our students with disabilities.

3. RFEP students have declined significantly by 15.4% and the subgroup of whites declining by 17.3%.

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**
2	2	2	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**
Yellow	Red	No Performance Color
79.1 points below standard	121.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.5 points	Declined -4.1 points	
796	240	6

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Red
85.1 points below standard	84.6 points below standard	155.5 points below standard
Increased ++14 points	Maintained ++1.8 points	Maintained -1.7 points
43	689	123

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
79.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	32.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++27.8 points	2	Increased Significantly ++36 points	5
31		17	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
80 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	87.4 points below standard
Increased ++3.3 points	3	1	Declined -11.3 points
639			79

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.

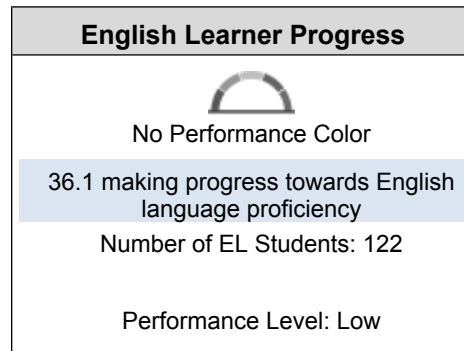| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
171 points below standard	86.1 points below standard	81.8 points below standard
Declined -11.8 points	Declined -10.6 points	Increased ++4.5 points
101	139	377

Conclusions based on this data:

1. In mathematics there is an overall decline of 4.5 from DF3.

2. Homeless population had a significant decrease of 41 points from DF3.

3. African-American population had a significant decrease of 18.8 points from DF3.

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

No Performance Color

36.1 making progress towards English language proficiency

Number of EL Students: 122

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	55	0	44

Conclusions based on this data:

1. English Learners declined significantly by 13.2% from the year before.

2. Suspension rates declined significantly - 6.4%.

3. Both ELA and math declined but remain in the very low status. Math is 39 points behind ELA from the DF3.

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. N/A

2. N/A

3. N/A

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	4	2	0	0

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**
Orange	Orange	No Performance Color
13.4	13.8	36.4
Maintained -0.3	Increased +2.5	Increased +9.1
915	174	11
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Red
19.3	14	25.3
Declined -4	Maintained +0.2	Increased Significantly +5.6
57	793	150

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
21.4	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -3	2	Maintained 0	8
42		19	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
13	19.2	Less than 11 Students - Data Not Displayed for Privacy	15.1
Declined -0.8	Increased +7.2	1	Increased +2.1
724	26		93

Conclusions based on this data:

1. Based on the attendance tracking for 17-18, Sierra increased their chronic absenteeism rate by 3.34. Our total chronic absenteeism rate is currently is 13.6%.

2. During the months between April and June, Sierra saw an increase in the number of students identified as being chronically absent.

3. During the beginning of the year, there was a decrease in the number of students who were chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

This section provides number of student groups in each color.

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:
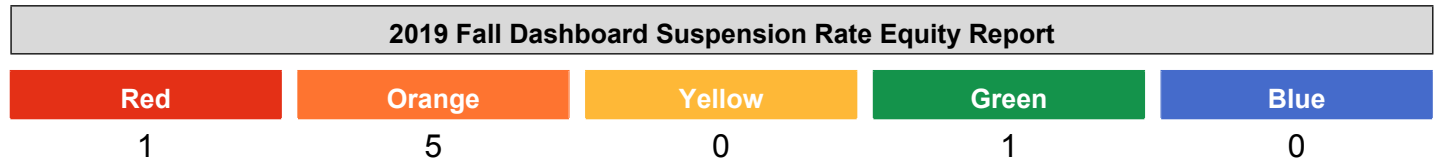
1. N/A

2. N/A

3. N/A

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
1	5	0	1	0

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
Orange	Green	No Performance Color
10.9	3.9	21.4
Maintained -0.1	Declined Significantly -8.4	Declined -1.6
934	179	14

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Orange
13.3	11.7	9.7
Declined -3.6	Increased +1	Increased +1.2
60	804	155

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
15.6	Less than 11 Students - Data 2	5.3	Less than 11 Students - Data 8
Declined -13		Declined -0.3	
45		19	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Red
10.4	11.5	Less than 11 Students - Data 1	13.8
Maintained +0.2	Increased +7.5		Increased +1.6
739	26		94

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	11	10.9

Conclusions based on this data:

1. Students with disabilities and African American students are the two subgroups had the highest status in suspension data,

2. English Learners and White subgroups declined significantly.

3. Even though there are only 11 students who identify themselves as Asians, there is a significant increase in their suspension rate (9.1%).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1 - Provide high-quality teaching and learning environments for all students.

Goal 1

Teachers will collaborate weekly and in pullouts to deepen learning, define mastery, and build capacity. Additionally, teachers will use focused collaboration to utilize the Cycle of Inquiry process to analyze and develop formative and summative assessments, and use the data to inform instruction. As a result, student SBAC assessment results will be a 4 point increase of all students as compared to the previous year in ELA and Math.

Identified Need

Increase SBAC ELA/MATH Results-

English Learners:
English Language Arts

African American:
Mathematics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA/MATH	41.8% ELA/ 22.1%Math	4 point increase for both ELA and math on CA Dashboard.

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

Professional development , conferences, and training monitoring data. Teachers will also conduct peer observations at Sierra and other district sites. Core teachers are given opportunities to participate in the Classroom Walkthrough with Administrators. Administrators frequently walk through classrooms and use the Classroom Walkthrough Form to provide feedback to the departments. Data Director, Illuminate, Marzano Strategies, SIOP Strategies and Frontloading training will be provided or offered to all teachers throughout the year. Teachers and counselors can participate in conferences, training, and/or workshops that reinforce instructional strategies, curriculum development, college/career awareness and interventions (in an effort to support school-wide expectations and consistency, this includes non-core teachers).

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)
20,748	Title I
15000	LCFF

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 receive planning days to develop common assessments and analyze data using the cycle of inquiry process. Pullout days for teachers (collaborate, peer observations, walkthroughs, subs).

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)
10000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will post grades every 2-4 weeks
Core departments and non-core departments are given collaboration time, common assessment time, observation time and/or timeline/pacing coordination time. Common district assessments given in core subjects for most courses.
Students will be recognized throughout the year to support achievements, grades, and attendance. Recognition will be through rallies, t-shirts, certificates, pizza, raffle prizes, incentives, and other various rewards. Students may attend field trips to support standards based curriculum, school culture, school recognition, and post secondary options. Provide supplemental sections of instruction to provide additional support in math.

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)
3,000	Title I
27464	Title I
5000	LCFF

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Materials - Instructional materials to provide visuals for the at-promise learners as well as unduplicated pupils which may include whiteboards, specialized utensils, prosody maps, online resources, and organizational aides. Promote structured collaborative conversations to support unduplicated students' access to the curriculum by creating a flexible learning environment through classroom materials that promote collaboration. Additionally, teacher laptops/technology that is old and not working needs to be replaced. This, in turn, allows for instruction to continue uninterrupted – Sierra is a 1:1 device technology school and teachers need to have working technology to be able to use instructional technology at its best.
Teachers will incorporate the use of technology to make curriculum engaging and more accessible to students through the use of Promethean boards, smart boards, document viewers, voting devices, tablet PC, flipcharts, whiteboards, and/or supplementary materials available on-line.

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

Amount(s)	Source(s)
5,000	Title I
15089	LCFF

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

light refreshments- the use of incentives for student rewards, etc as well as food for various student oriented meetings. Additionally, student experiences; i.e. attending celebrations where unduplicated students can attend various events - for example but not limited to the NAACP Gala, UCAN, HOSA, Chicano Art Gala, and others.

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)
3,000	Title I
1000	LCFF

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1 - Provide high-quality teaching and learning environments for all students.

Goal 2

Teachers will utilize effective instructional tiered programs to support English Language Learners, as well as use available supports through an inclusive educational program that is culturally relevant. By June 2020, 5% of English Learner students will reclassify.

Identified Need

Increase the percentage of reclassified EL students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	14 Students are Eligible to Reclassify	5% of English Learner students will reclassify

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)

English Learners

Strategy/Activity

Provide an EL TOSA and support teacher to provide supplemental support in ELD and content areas for EL students, progress monitoring data and categorical program support of goals and services.

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

Amount(s)	Source(s)
60,000	Title I
17,029	LCFF

Strategy/Activity 2
Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

INSTRUCTIONAL STRATEGIES
Professional development in EL strategies from district instruction staff during staff meetings, PLC meetings, and conference periods and through conferences and training opportunities.
Teachers will use a variety of equity systems for checking for understanding (ex. Cards, sticks, dice, spinners, etc).
Teachers will use vocabulary enhancements such as WICOR walls, sentence frames, word walls, and other academic vocabulary support.
Teachers will incorporate researched based strategies into their lessons, including Marzano and ELL/SIOP Strategies to support all students.
Teachers will use engagement strategies, such as think/pair/share, cooperative groups, and a variety of other strategies.
Classroom Walkthrough data will provide feedback to teachers and departments regarding the consistent use of instructional strategies.
Provide staff PD and/or training on how to make meaningful connections with parents and families.

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

Amount(s)	Source(s)
5500	Title I
3000	LCFF

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide bilingual aides, tutors, and community assistant to support EL students in core classes.

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

Amount(s)	Source(s)
16115	Title I
32243	LCFF
26,414	LCFF

Strategy/Activity 4

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

English Learners

Strategy/Activity

Pullout Days and time for teachers and EL Coordinator to disaggregate data, target students, and plan interventions. Pull out time to also be used for teachers to complete instructional rounds.

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)
3007	Title I

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology hardware, software, subscriptions, materials and supplies provide supplemental support for students.

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

Amount(s)	Source(s)
2500	Title I
2000	LCFF

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Conferences: Provide opportunities to teachers to participate in various conferences that highlight research-based pedagogy for the at-promise learner. These conferences include the following but not limited to: CABE, Access and Equity, AVID, Grading Practices Conf., Restorative Practice, PBIS, etc.

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)
3500	Title I
2000	LCFF

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3 - Fully engage students, parents and the community in support of short and long-term educational outcomes.

Goal 3

Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Identified Need

Increase parent participation and engagement within the school community

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event participation timeline and sign-in sheets	16 Events at a Total of 400 participants	15 events at a total of 450 participants
Heritage Parent Engagement	0	10 Parents Participate in Heritage

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

Engage family and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school. In addition, build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of every student. Participate and join community events and/or conferences to build school and community partnerships.
Keep the school website up to date.

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)
3000	Title I
3000	LCFF

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

Create and promote a welcoming environment for family and community participation. Recognize and respect family goals and aspirations for students.

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

Amount(s)	Source(s)
1000	Title I
3000	LCFF

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals. Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.

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)
1000	Title I

Strategy/Activity 4

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

All students

Strategy/Activity

PARENTAL INVOLVEMENT
Parent/Teacher conferences/BTSN are held twice a year in the evening. Teachers bring printouts of grades and meet with parents for individual 5 minute conferences.
Translators are available for teachers to communicate with Spanish speaking parents and for parents to call the school. Translators will also translate materials, call home to remind Spanish speaking parents of important events and inform parents about their student's information (such as grades, attendance, and progress).
Parents are invited to attend ELAC meetings.
Counselors meet with at-promise students with their parents to discuss goals, alternative education, plan for getting caught up, etc.
Parent engagement center: parent workshops, conferences, and support for parent engagement (field trips).

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)
1500	Title I
4500	LCFF

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

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.

Amount(s)   Source(s)

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$295,609.00

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	$166,334.00

Subtotal of additional federal funds included for this school: $166,334.00

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	$129,275.00

Subtotal of state or local funds included for this school: $129,275.00

Total of federal, state, and/or local funds for this school: $295,609.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	166,334	0.00
LCFF	129,275	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	129,275.00
Title I	166,334.00

Expenditures by Budget Reference

Budget Reference	Amount
	8,507.00
1000: 1100: Cert. Teacher Salary	63,000.00
1000: 1120: Teacher Extra Duty/Miscellaneous	1,500.00
1000: 1130: Teacher Substitutes	30,748.00
1000: 2100: Instructional Assistant (4 hrs/more)	1,000.00
1000: 2111: Classified Tutor Hours, Instruct.	16,115.00
1000: 4300: Supplies. Non-Technology	5,500.00
1000: 4310: Supplies, Technology/Software	3,000.00
1000: 5220: Conference Expenses	1,000.00
1000: 5815: Consultants, Indep. Contractors	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	129,275.00

	Title I	30,964.00
	Title I	8,507.00
1000: 1100: Cert. Teacher Salary	Title I	63,000.00
1000: 1120: Teacher Extra Duty/Miscellaneous	Title I	1,500.00
1000: 1130: Teacher Substitutes	Title I	30,748.00
1000: 2100: Instructional Assistant (4 hrs/more)	Title I	1,000.00
1000: 2111: Classified Tutor Hours, Instruct.	Title I	16,115.00
1000: 4300: Supplies. Non-Technology	Title I	5,500.00
1000: 4310: Supplies, Technology/Software	Title I	3,000.00
1000: 5220: Conference Expenses	Title I	1,000.00
1000: 5815: Consultants, Indep. Contractors	Title I	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	105,301.00
Goal 2	173,308.00
Goal 3	17,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Renell Robinson	Principal
Azalea Moya	Classroom Teacher
Nicollette Coady	Classroom Teacher
Katherine Runyan	Classroom Teacher
	Classroom Teacher
Eric Aguirre	Other School Staff
Robert Kirkaldie	Other School Staff
Cecilia Cortez	Parent or Community Member
Madel Rosario Castenallos	Parent or Community Member
Elena Perez	Parent or Community Member
Jennifer Evdokimoff	Parent or Community Member
Geremy Austin	Secondary Student
Oscar Raygoza	Secondary Student
Rebecca Ramirez	Secondary Student
	Secondary Student
	Secondary Student

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
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/05/2019.

Attested:

Signature	
[signature]	Principal, Renell Robinson on 11/05/19
[signature]	SSC Chairperson, Katherine Runyan on 11/05/19

Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such 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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