

School Year: **2020-21**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Terrace Elementary School	33-66977-6031579	November 21, 2019	January 23, 2020

## Purpose and Description

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

Schoolwide Program

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

The purpose of the schoolwide program is to narrow the achievement gap for students and to improve and increase services to students.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

California Healthy Kids Survey: 91 fifth grade students out of 104 (88%) completed the CHKS in the 2018-2019 school year. Based on the key indicators for school climate and student well-being over 80% of the students gave a positive report on: academic motivation, high expectations-adults in the school, facilities upkeep, social and emotional learning supports. The lowest areas reported were: meaningful participation (31%), students well behaved (46%), and students treated fairly when break rules (44%). 69% of the students felt school connectedness and caring adults in the school.

California School Parent Survey: 68 parents completed the 2018-2019 survey. Based on the summary of key survey indicators, over 80% of parents gave a favorable response to the areas of parental involvement, academic orientation and participation, respect and cultural sensitivity, and facilities. Even though close to 90% of parents believe the school clearly communicates consequences of breaking rules and school enforces rules equally, only 49% think that harassment or bullying is a small problem or not a problem.

California School Staff Survey: 37 staff members completed the 2018-2019 survey. Over 90% of the staff responses were favorable to student learning environment, staff working environment, safety, student discipline and support, positive relationships and student behavior. Staff feels the school is a safe place for students and staff, the facilities are clean and well-maintained, the school encourages parent involvement and partnerships with their child's education.

## Classroom Observations

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

There are formal observations required for teacher evaluation and other observations through walk-throughs by the administration and the instructional coach. Terrace is a Dual Language Immersion School, so, part of the observations also include the use of academic language in Spanish for the DLI classrooms.

Informal walk-throughs help us observe common instructional practices, alignment to standards, student engagement, implementation of AVID strategies.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

Teachers begin planning conversations with a focus on a measure of mastery. Teacher develop assessments to support what the students have learned, what they have not learned, and the need for further interventions. Our site uses teacher/grade level created assessments, short cycle assessments, performance tasks, DIBELS, intervention assessments, and state assessments to assess learning. The data analysis is used to modify instructional practices and improve student achievement. As teachers plan they begin with the California Common Core State Standards (CCCSS) and district Unit Planning Organizers. These tools are essential to creating plans that reflect the proper instructional rigor. Additionally, teachers use these materials to create short cycle assessments which guide the cycle of teaching and intervention.

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

The teaching staff administers assessments that are aligned to the CCCSS along with appropriate reporting strategies that reflect student success in relation to the standards and associated exit criteria. Teachers meet twice monthly (at a minimum) in grade level teams to monitor student progress and modify and improve instruction using common assessments, performance task data, and student work samples. This information is used to make instructional planning decision, evaluate programs, write goals and action plans, differentiate instruction, provide in-class interventions, and update the SPSA to better meet the academic needs of students.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Terrace staff is 100% highly qualified under ESEA legislation.

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

All teachers are fully credentialed and no teachers are mis-assigned. Teachers participate in trainings to provide quality teaching and learning through focused and intentional professional development at the site level, district level, voluntary professional growth opportunities, and conferences. The focus of 2018-2019 for professional development was on ELD And math teaching and learning.

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

Ongoing training in content specific areas determined by analysis of grade level data occurs throughout the academic year and is provided at district level.

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

Terrace has an instructional coach who works with teachers and provides support for classroom teachers. We also have a RIMS AVID coach to assist us with AVID implementation. This year, RCOE is providing a math trainer to our TK-2 teachers on Early Numeracy.

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

Teachers meet every other week for grade level collaboration. During collaboration, teachers analyze student data, discuss effective instructional strategies, identify students in need of additional support, and plan for differentiated instruction and interventions.

## Teaching and Learning

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

Teachers plan lessons based on Common Core State Standards, using ELA, ELD and math frameworks. In ELA they utilize Units of Study and McGraw-Hill's Wonders. DLI classrooms teachers incorporate McGraw-Hill's Maravillas for Spanish Language Arts instruction. In math, teachers also utilize the California HSP Math curriculum provided by the district. The instructional coach supports teachers through collaboration, demonstrations, walk-throughs and feedback.

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

In accordance with the State Framework, a minimum of 1 hour of language arts instruction for Kindergarten, 2.5 hours for grades 1-3, and 2 hours for grades 4-5 are ensured each day. Math instruction is 30 minutes in Kindergarten and 1 hour in grades 1-5, exceeding the State Framework recommendations.

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

At-risk students are provided multiple before/during/after school interventions to support specific learning skills needed. All at-risk students are provided 30 minutes of intervention each day. In addition, students receive before school, during school, and after-school interventions specific to each individual student. A Literacy teacher provides additional support to first through fifth grade students struggling with foundational skills.

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

At Terrace, teachers follow district and state regulations when providing standards based instructional materials to all students. All students are provided core district adopted materials which they have access to at all times, including the ability to take and use at home. This is verified every year through the Williams visit at the beginning of the school year.

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

Terrace is following the academic standards adopted by the California Board of Education and National Common Core Standards in Reading/Language Arts, Mathematics, Science, and Social Studies. These standards serve as the framework for directing District and school goals, objectives and expected learning outcomes towards mastery of the CCCSS. In accordance with the CA curriculum guideline, the required minutes are ensured for reading/language arts: 1 hour for Kindergarten, 2.5 hours for grades 1-3 and 2 hours for grades 4-5.

The faculty of Terrace School meets regularly in collaborative grade level teams to review curriculum, instructional practices and instructional materials in reference to the CCCSS. All Terrace students are given complete access to all grade specific standards-based, appropriately aligned and district adopted materials, including all textbooks. Each student is provided with his/her own textbook/anthology and practice book. Teachers use district adopted and supplemental resources to assist students to master State standards.

## Opportunity and Equal Educational Access

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

Teachers identify at-risk students based on data from assessments and classroom observation of progress in acquiring skills. Students struggling to meet standards are provided with additional help in the classroom and invited to before/after school intervention opportunities. This help is provided during Intervention Block (a 30 min. period at least four times a week), throughout the day, and before/after school intervention for selected students. Teachers analyze student performance data to identify instructional gaps and skills that need to be re-taught. Resources from the core program and from supplemental programs are used to help students acquire the skills they are lacking. Their progress is tracked through regular assessment and monitoring.

### Evidence-based educational practices to raise student achievement

As stated above, student performance and products are analyzed to identify instructional gaps and skills that need to be re-taught. Student progress is tracked through regular assessment and monitoring. Additionally, a high priority is placed on first-best instruction. The first time a concept is taught it needs to be done so with excellence and effectiveness. Staff development has focused around important instructional concepts such as maximizing student engagement, utilizing effective strategies for English Learners and at-risk students, building academic language, and utilizing effective scaffolding. Additionally, after-school tutoring and programs are made available to many students providing them with more time and opportunities to learn important concepts and skills. We have incorporated Intervention blocks into the curriculum. Intervention groups meet three times a week for 30 minutes.

## Parental Engagement

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

There are a number of resources available to assist under-achieving students. The site uses categorical and general funds to provide pay for teachers providing after-school tutoring. Terrace has a number of before/after-school tutoring classes facilitated by teachers. (System 44, Imagine Learning, SIPPS, and skill based tutoring).

The site also has a District funded “Half-Time” after school program that provides tutoring, homework help, and enrichment to over 100 students five days a week from 2:15 pm – 6:00 pm (1:00 pm - 6:00 pm on minimum days).

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)

Terrace involves the family and community in a number of ways. A full-time counselor is at Terrace Elementary five days a week. The counselor is available to meet with students, parents, and small groups and also offer classroom presentations throughout the school year as well as parent trainings.

Parent trainings are held throughout the school year on topics that are generated by the parents and are conducted in both English and Spanish. Childcare is provided free of charge on campus. Back to School Night and Open House are held each year to keep the parents informed of the academic programs and expectations at the school as well as encourage school involvement. Parents are invited to monthly award ceremonies, flag ceremonies and evening events such as Reading Night, Math Night, PTA activities, DLI Community Events, Performing Arts events, and more. School Site Council, Parent Teacher Association, Action Team for Partnership, and English Learner Advisory Committee also offer parents an opportunity to become involved with the school. These advisory/council groups provide the site with assistance in planning, implementing, and evaluating consolidated application programs.

## Funding

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

Services provided by categorical funds to enable underperforming students to meet standards. The site uses categorical funds in many ways to help underperforming students meet standards. These resources are used to purchase supplementary material that is used by classroom teachers, by teachers providing after-school instruction, and by those providing interventions. Categorical funds are used to purchase technology that is used by underperforming students to access skills and concepts with which they need more practice and assistance. Categorical funds also pay for an instructional coach to support teachers and paraprofessionals with the implementation of best instructional practice.



## Fiscal support

The instructional program at Terrace is supported by funding from: Title I, LCFF-LI, and LCFF-EL. In addition to the site allocation of funding, the district categorical funds also support the instructional program. As indicated in the school plan these funds are used to ensure that all students access the core curriculum by supporting, intervention, parent involvement, staff development, and by providing support materials. The district fiscally supports the school by providing 4 Bilingual Instructional Assistants and a library technician.

## 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 School Site Council, ELAC, and leadership team provide input for goals and action steps of the SPSA throughout the year during their monthly meetings.

## Resource Inequities

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

Resource inequities are supported through release days for professional development to address the gaps in learning in core content areas, supplemental instructional materials to support instruction, and technology to support students in developing technical skills and accessing digital resources. There is a need for incrementing, updating and replacing technology in the classrooms.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	1.21%	2.47%	1.7%	8	17	12
Asian	0.46%	0.29%	0.28%	3	2	2
Filipino	%	%	0%			0
Hispanic/Latino	94.54%	94.18%	94.76%	623	647	669
Pacific Islander	0.30%	0.29%	0.14%	2	2	1
White	2.88%	2.04%	2.12%	19	14	15
Multiple/No Response	%	0.15%	0.99%		1	0
<b>Total Enrollment</b>				659	687	706

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	140	130	138
Grade 1	111	122	108
Grade 2	114	103	124
Grade3	103	117	107
Grade 4	99	109	115
Grade 5	92	106	114
<b>Total Enrollment</b>	659	687	706

### Conclusions based on this data:

1. Hispanic students comprise the largest subgroup at 94%.
2. The enrollment has steadily increased every year.
3. Kindergarten has consistently been the largest grade level at the school

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	407	395	330	61.8%	57.5%	46.7%
Fluent English Proficient (FEP)	9	22	86	1.4%	3.2%	12.2%
Reclassified Fluent English Proficient (RFEP)	16	20	80	4.0%	4.9%	20.3%

### Conclusions based on this data:

1. About 60% of enrolled students are English Learners.
2. The percentage of reclassified students have increased every year,
3. The percentage of FEP students has significantly increased in the 2018-2019 school year.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	99	105	119	97	105	115	97	105	115	98	100	96.6
Grade 4	92	100	114	90	99	111	90	99	111	97.8	99	97.4
Grade 5	115	96	104	113	94	104	113	94	104	98.3	97.9	100
All Grades	306	301	337	300	298	330	300	298	330	98	99	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2391.	2411.	2381.	9.28	18.10	3.48	20.62	20.95	20.00	25.77	30.48	37.39	44.33	30.48	39.13
Grade 4	2421.	2426.	2451.	7.78	11.11	17.12	18.89	17.17	22.52	25.56	28.28	22.52	47.78	43.43	37.84
Grade 5	2459.	2454.	2463.	3.54	5.32	7.69	22.12	20.21	26.92	32.74	30.85	25.00	41.59	43.62	40.38
All Grades	N/A	N/A	N/A	6.67	11.74	9.39	20.67	19.46	23.03	28.33	29.87	28.48	44.33	38.93	39.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.31	20.00	13.04	46.39	41.90	45.22	43.30	38.10	41.74
Grade 4	8.89	11.11	18.02	51.11	52.53	48.65	40.00	36.36	33.33
Grade 5	9.73	12.77	19.23	48.67	44.68	41.35	41.59	42.55	39.42
All Grades	9.67	14.77	16.67	48.67	46.31	45.15	41.67	38.93	38.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.43	23.81	6.09	48.45	37.14	47.83	37.11	39.05	46.09
Grade 4	10.00	10.10	17.12	46.67	45.45	53.15	43.33	44.44	29.73
Grade 5	7.96	7.45	10.58	51.33	44.68	52.88	40.71	47.87	36.54
All Grades	10.67	14.09	11.21	49.00	42.28	51.21	40.33	43.62	37.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.34	20.00	6.96	67.01	65.71	70.43	21.65	14.29	22.61
Grade 4	11.11	10.10	18.92	52.22	69.70	63.96	36.67	20.20	17.12
Grade 5	7.96	9.57	7.69	63.72	60.64	71.15	28.32	29.79	21.15
All Grades	10.00	13.42	11.21	61.33	65.44	68.48	28.67	21.14	20.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.40	18.10	6.96	53.61	55.24	56.52	32.99	26.67	36.52
Grade 4	12.22	11.11	18.02	47.78	59.60	47.75	40.00	29.29	34.23
Grade 5	13.27	17.02	6.73	48.67	43.62	50.96	38.05	39.36	42.31
All Grades	13.00	15.44	10.61	50.00	53.02	51.82	37.00	31.54	37.58

**Conclusions based on this data:**

1. For 2018-2019, the highest percentage of students (39.09%) scored at the Standard Not Met level, while the second highest percentage of students (28.48%) scored at the Standard Nearly Met level. 32.42% of the students met or exceeded standard for English Language Arts.
2. For 2018-2019, 16 % of students are above standard in Reading, 11 % above standard in writing, 11% above standard in listening and 10% above standard in research/inquiry. The majority of students scored at or near standards in reading (45%), writing (51%), listening (68%), and research/inquiry (51%).
3. We find overall inconsistent patterns with increases and decreases in all domains between 2017-2018 through 2018-2019. Around 40% of students have scored at standard not met every year in reading, writing, and research/inquiry. In listening, we have made gains by reducing students below the standard from 28% to 20% in the last three years. Consequently, the listening domain has the highest percentage of students scoring at Standard or Near Standard (68%).

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	100	105	120	99	105	117	99	105	117	99	100	97.5
Grade 4	92	100	114	92	100	112	92	100	112	100	100	98.2
Grade 5	115	96	104	115	95	104	115	95	104	100	99	100
All Grades	307	301	338	306	300	333	306	300	333	99.7	99.7	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2407.	2414.	2385.	6.06	8.57	2.56	27.27	30.48	18.80	33.33	36.19	28.21	33.33	24.76	50.43
Grade 4	2415.	2420.	2439.	4.35	1.00	3.57	11.96	16.00	21.43	35.87	40.00	40.18	47.83	43.00	34.82
Grade 5	2438.	2434.	2444.	2.61	3.16	1.92	6.09	7.37	11.54	30.43	29.47	34.62	60.87	60.00	51.92
All Grades	N/A	N/A	N/A	4.25	4.33	2.70	14.71	18.33	17.42	33.01	35.33	34.23	48.04	42.00	45.65

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	20.20	17.14	7.69	44.44	46.67	34.19	35.35	36.19	58.12	
Grade 4	9.78	4.00	10.71	17.39	39.00	33.04	72.83	57.00	56.25	
Grade 5	1.74	6.32	5.77	21.74	22.11	28.85	76.52	71.58	65.38	
All Grades	10.13	9.33	8.11	27.78	36.33	32.13	62.09	54.33	59.76	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.13	11.43	7.69	47.47	52.38	32.48	39.39	36.19	59.83
Grade 4	8.70	2.00	8.93	32.61	41.00	41.07	58.70	57.00	50.00
Grade 5	3.48	3.16	1.92	33.04	33.68	44.23	63.48	63.16	53.85
All Grades	8.17	5.67	6.31	37.58	42.67	39.04	54.25	51.67	54.65

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
<b>Grade 3</b>	14.14	21.90	8.55	54.55	56.19	51.28	31.31	21.90	40.17
<b>Grade 4</b>	6.52	4.00	8.93	39.13	47.00	43.75	54.35	49.00	47.32
<b>Grade 5</b>	3.48	3.16	2.88	38.26	38.95	46.15	58.26	57.89	50.96
<b>All Grades</b>	7.84	10.00	6.91	43.79	47.67	47.15	48.37	42.33	45.95

**Conclusions based on this data:**

1. The largest percentage of students (45.65%) scored in the Standard Not Met category in math for the overall performance in 2018-2019.
2. Concepts and procedures has the highest percentage of students Above Standard (8.11%) but also the highest percentage Below Standard (59.76%) in 2018-2019. Problem Solving and Modeling/Data Analysis has the smallest percentage of students Above Standard (6.31%).
3. More than 50% of all students at all grade levels scored Below Standard in Concepts and Procedures and Problem Solving and Modeling/Data Analysis for the 2018-2019 school year.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1423.6	1412.3	1437.9	1427.2	1390.2	1377.6	83	63
Grade 1	1457.7	1447.8	1467.0	1468.9	1447.9	1426.2	64	74
Grade 2	1475.7	1474.2	1478.4	1478.5	1472.6	1469.5	67	57
Grade 3	1509.8	1473.4	1503.7	1465.9	1515.5	1480.5	66	42
Grade 4	1517.2	1515.6	1512.5	1506.9	1521.3	1523.7	49	52
Grade 5	1530.2	1529.2	1518.1	1518.1	1541.6	1539.6	48	49
All Grades							377	337

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.51	1.59	36.14	34.92	28.92	53.97	*	9.52	83	63
1	40.63	6.76	34.38	31.08	*	50.00	17.19	12.16	64	74
2	34.33	8.77	44.78	45.61	*	33.33	*	12.28	67	57
3	25.76	2.38	42.42	28.57	25.76	47.62	*	21.43	66	42
4	32.65	21.15	36.73	48.08	26.53	26.92	*	3.85	49	52
5	47.92	18.37	39.58	48.98	*	24.49	*	8.16	48	49
All Grades	33.69	9.50	38.99	39.17	18.30	40.36	9.02	10.98	377	337

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.37	12.70	37.35	41.27	*	39.68	*	6.35	83	63
1	62.50	21.62	23.44	40.54	*	33.78	*	4.05	64	74
2	53.73	24.56	32.84	50.88	*	17.54	*	7.02	67	57
3	40.91	16.67	43.94	35.71	*	28.57	*	19.05	66	42
4	44.90	34.62	46.94	55.77	*	7.69	*	1.92	49	52
5	58.33	36.73	29.17	51.02	*	10.20	*	2.04	48	49
All Grades	50.13	24.04	35.54	45.70	7.96	24.04	6.37	6.23	377	337



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
<b>K</b>	*	1.59	19.28	14.29	56.63	65.08	15.66	19.05	83	63
<b>1</b>	25.00	0.00	35.94	22.97	*	43.24	28.13	33.78	64	74
<b>2</b>	26.87	5.26	29.85	35.09	20.90	33.33	22.39	26.32	67	57
<b>3</b>	*	0.00	25.76	21.43	40.91	47.62	18.18	30.95	66	42
<b>4</b>	*	9.62	32.65	38.46	28.57	44.23	*	7.69	49	52
<b>5</b>	31.25	12.24	41.67	26.53	*	44.90	*	16.33	48	49
<b>All Grades</b>	20.16	4.45	29.71	26.11	31.03	46.59	19.10	22.85	377	337

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	
<b>K</b>	55.42	7.94	38.55	82.54	*	9.52	83	63	
<b>1</b>	73.44	44.59	21.88	51.35	*	4.05	64	74	
<b>2</b>	71.64	28.07	28.36	66.67		5.26	67	57	
<b>3</b>	48.48	21.43	50.00	61.90	*	16.67	66	42	
<b>4</b>	51.02	50.00	42.86	48.08	*	1.92	49	52	
<b>5</b>	64.58	24.49	29.17	71.43	*	4.08	48	49	
<b>All Grades</b>	60.74	29.97	35.28	63.50	3.98	6.53	377	337	

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	
<b>K</b>	36.14	17.46	53.01	52.38	*	30.16	83	63	
<b>1</b>	46.88	18.92	43.75	70.27	*	10.81	64	74	
<b>2</b>	38.81	22.81	53.73	68.42	*	8.77	67	57	
<b>3</b>	56.06	16.67	31.82	57.14	*	26.19	66	42	
<b>4</b>	57.14	26.92	38.78	65.38	*	7.69	49	52	
<b>5</b>	58.33	40.82	31.25	57.14	*	2.04	48	49	
<b>All Grades</b>	47.48	23.44	43.24	62.31	9.28	14.24	377	337	

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
<b>K</b>	*	1.59	80.72	80.95	*	17.46	83	63
<b>1</b>	45.31	9.46	32.81	51.35	21.88	39.19	64	74
<b>2</b>	43.28	8.77	20.90	66.67	35.82	24.56	67	57
<b>3</b>	*	2.38	63.64	50.00	24.24	47.62	66	42
<b>4</b>	*	7.69	57.14	75.00	26.53	17.31	49	52
<b>5</b>	35.42	24.49	50.00	57.14	*	18.37	48	49
<b>All Grades</b>	25.73	8.90	51.99	63.80	22.28	27.30	377	337

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
<b>K</b>	39.76	31.75	43.37	34.92	16.87	33.33	83	63
<b>1</b>	*	5.41	60.94	60.81	25.00	33.78	64	74
<b>2</b>	*	7.02	71.64	61.40	16.42	31.58	67	57
<b>3</b>	27.27	2.38	65.15	73.81	*	23.81	66	42
<b>4</b>	26.53	17.31	59.18	76.92	*	5.77	49	52
<b>5</b>	39.58	4.08	54.17	83.67	*	12.24	48	49
<b>All Grades</b>	26.53	11.87	58.62	63.50	14.85	24.63	377	337

**Conclusions based on this data:**

1. The majority of our English Learners' overall score is at Level 2 (40.4%) and Level 3 (39.2%). 11% of them scored at Level 1 and 9.5% at Level 4. There is big discrepancy in the scores from the 2017-2018 school year, 18.3% of the students scored at Level 2 and 33% at Level 4, the previous year.
2. Over 60% of our English Learners fall in the "Somewhat/Moderately" level for the Listening, Speaking, Reading and Writing domains. 30% of the students score at "Well developed" in Listening and 23.4% at "Well developed" in Speaking.
3. As a school we need to focus on the reading and writing since the percentage of students at "Well Developed" dropped significantly from the previous year.

# 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
<b>687</b>	<b>89.7</b>	<b>57.5</b>	<b>0.4</b>

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	395	57.5
Foster Youth	3	0.4
Homeless	16	2.3
Socioeconomically Disadvantaged	616	89.7
Students with Disabilities	60	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	2.5
Asian	2	0.3
Hispanic	647	94.2
Two or More Races	4	0.6
Pacific Islander	2	0.3
White	14	2.0





### Conclusions based on this data:

1. Nine out of ten students are eligible for free or reduced priced meals or have a parent/guardian who did not receive a high school diploma.
2. More than 60% of the students are English Learners.
3. Hispanic students are about 95% of the student enrollment.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="764 506 854 537">Orange</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1260 506 1315 537">Blue</p>
<p data-bbox="251 625 414 657"><b>Mathematics</b></p>  <p data-bbox="289 705 378 737">Orange</p>		

### Conclusions based on this data:

1. Chronic absenteeism is an area of concern and could play a role in lack of academic progress.
2. The academic performance of students in English Language Arts and Math have stayed mostly the same.
3. The suspension rate has improved.

# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 36.2 points below standard Maintained ++0.3 points 317	<p><b>English Learners</b></p>  Yellow 36.7 points below standard Increased ++4.4 points 201	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color 65.7 points below standard 15	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 41.6 points below standard Maintained ++0.1 points 287	<p><b>Students with Disabilities</b></p>  Red 99.2 points below standard Maintained -1.3 points 39

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.4 points below standard Maintained ++2.3 points 299	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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
69.4 points below standard Declined Significantly -17.1 points 134	28.8 points above standard Increased ++6.8 points 67	36.3 points below standard Declined -8.7 points 112

**Conclusions based on this data:**

1. Out of 280 students who took the Smarter Balanced Summative Assessment in ELA, the overall performance increased by 8.7 points, but it is still 36.5 points below the standard.
2. The overall performance in English Language Arts appears to be increasing for all subgroups. Reclassified students declined, but they are still 22 points above the standard .
3. Out of 185 English Learners who took the SBAC, their performance increased 8 points. Nevertheless, the English Learners are 41.1 points below the standard.

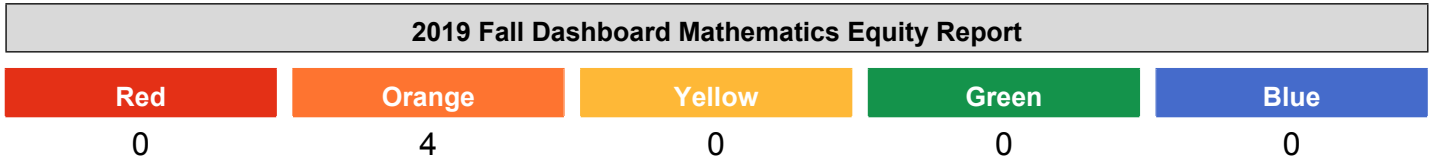
# School and Student Performance Data

## Academic Performance Mathematics







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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 58.8 points below standard Maintained -1.6 points 318	<p><b>English Learners</b></p>  Orange 57.8 points below standard Maintained 0 points 202	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color 72.5 points below standard 15	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 62.1 points below standard Declined -3 points 288	<p><b>Students with Disabilities</b></p>  Orange 104.4 points below standard Increased ++13.7 points 39

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 59 points below standard Maintained -1.6 points 300	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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
81.3 points below standard Declined -14.3 points 134	11.4 points below standard Declined -5.4 points 68	61.7 points below standard Declined -5.6 points 112

**Conclusions based on this data:**

1. Out of 280 students who took the Smarter Balanced Summative Assessment in Math, their performance increased by 3.2 points, but it is still 57.2 points below the standard.
2. English Learners performance in Math parallels the results for all students.
3. Even though there are some small increases in Math performance, students are still about 60 points below the standard. Math is an area that needs to be strengthened.

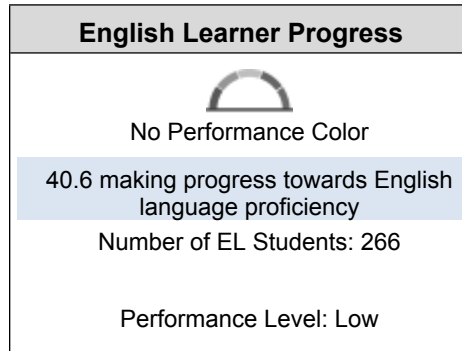


# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
71	87	7	101

#### Conclusions based on this data:

1. Out of all 377 English Learners who took the ELPAC, the largest percentage (39%) scored at level 3, Moderately Developed.
2. A third of all English Learners scored at level 4, Well Developed.
3. Only 9% of students scored at level 1, and 18% at level 2.

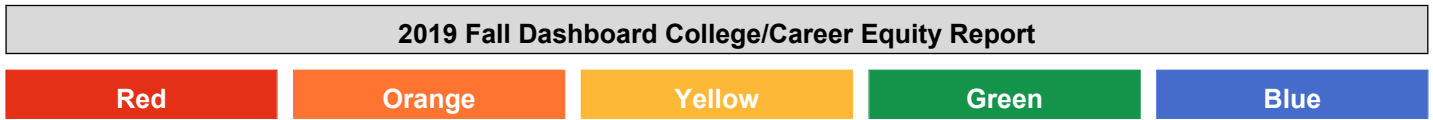
# School and Student Performance Data

## Academic Performance College/Career

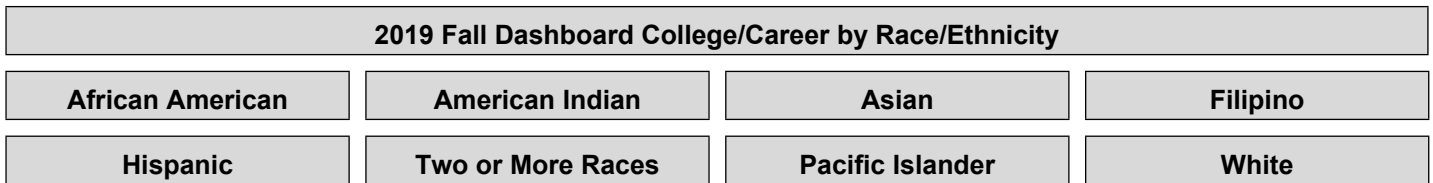
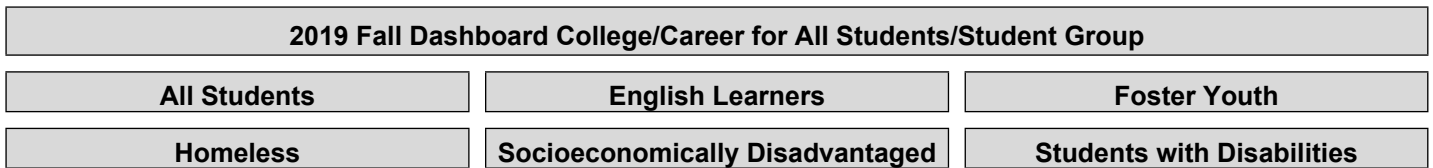
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

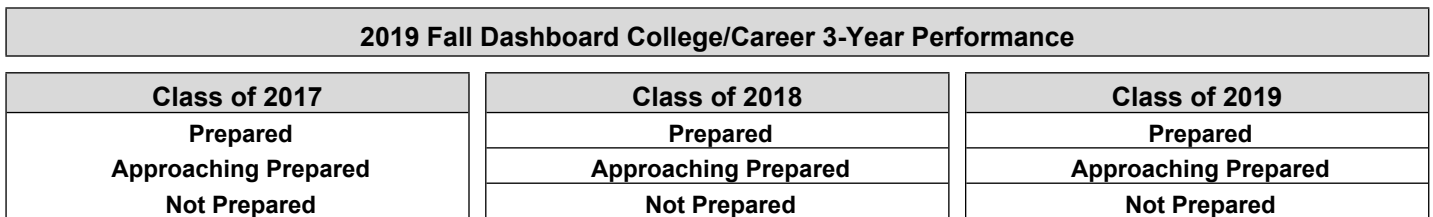
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

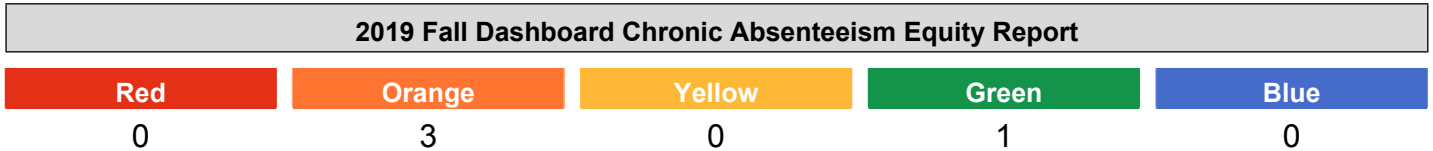
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 10.7 Maintained +0.1 737	<p><b>English Learners</b></p>  Orange 6.2 Increased +0.6 417	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color 31.8 Increased +6.8 22	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 11.5 Maintained +0.3 670	<p><b>Students with Disabilities</b></p>  Orange 13.7 Increased +7 73

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 33.3 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.6 Declined -0.9 686	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 28.6 Increased +14.3 14

**Conclusions based on this data:**

- 10.6% of all students were chronically absent, which is a slight increase of 0.7% from the previous year.
- The homeless group, 16 students, had the highest percentage of chronic absenteeism at 25%. They declined by 5.8% but it is still the most concerning group.
- English Learners, 424 students, maintained their attendance at 5.7%. This is the best performing group in attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

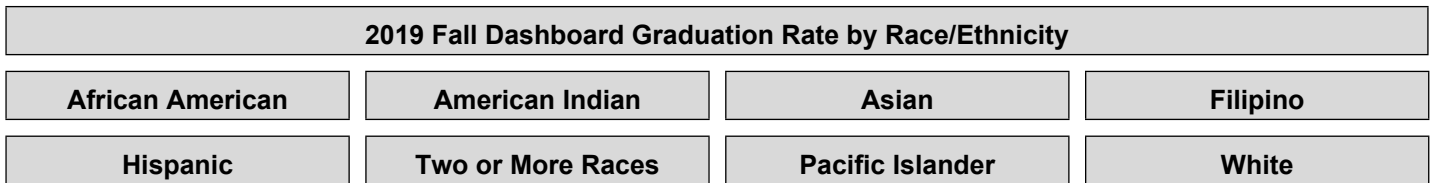
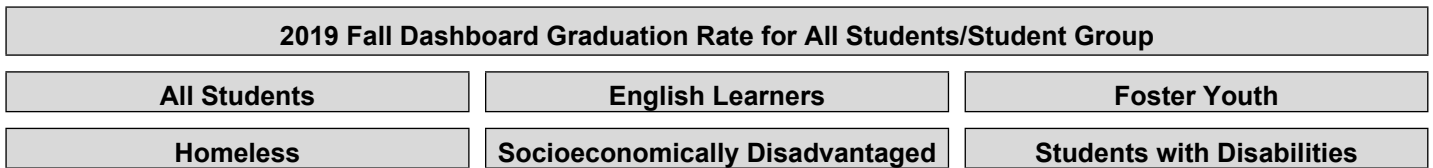
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

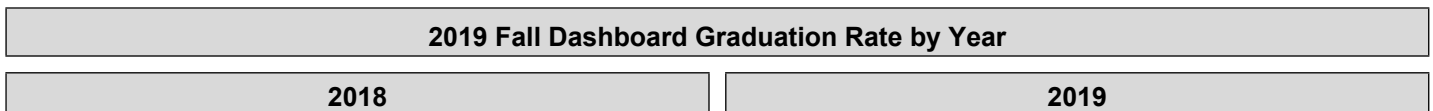
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

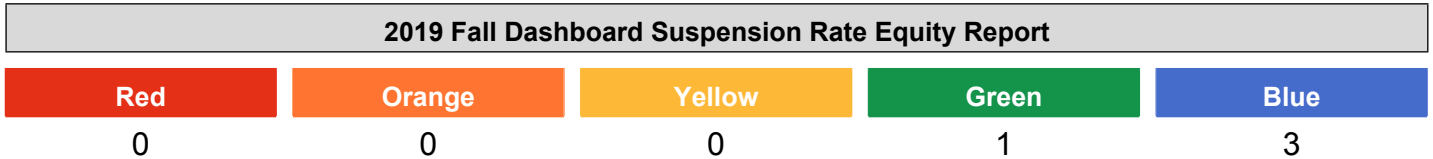
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>0.5</p> <p>Maintained -0.2</p> <p>748</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>0.2</p> <p>Maintained +0.2</p> <p>425</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>25</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>0.6</p> <p>Maintained -0.2</p> <p>678</p>	<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>73</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">4.2</span> Increased +4.2 24		 No Performance Color Less than 11 Students - Data <span style="background-color: #e6f2ff; padding: 2px;">2</span>	
Hispanic	Two or More Races	Pacific Islander	White
 Blue <span style="background-color: #e6f2ff; padding: 2px;">0.3</span> Maintained -0.2 697	 No Performance Color Less than 11 Students - Data <span style="background-color: #e6f2ff; padding: 2px;">9</span>	 No Performance Color Less than 11 Students - Data <span style="background-color: #e6f2ff; padding: 2px;">2</span>	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">0</span> Declined -9.5 14

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.5

**Conclusions based on this data:**

1. The suspension rate at Terrace Elementary has remained very low with 0.7% of all students, 727, suspended at least once.
2. The suspension rate in all subgroups have declined or maintained.
3. The suspension rate for the white group, 21 students, increased by 5.4% with 9.5% suspended at least once. This means, about 2 students.

# 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

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

## Goal(s)

To improve student achievement in English Language Arts, Math and English Language Development (ELD). In English Language Arts, students need to demonstrate proficiency in reading and writing. In math, students need to demonstrate proficiency in concepts and procedures and problem solving and modeling. In ELD, students need to demonstrate proficiency in listening, speaking, reading and writing.

## Identified Need(s)

English Language Arts

DIBELS: Students in the primary grades need to increase in phonics and phonological awareness as measured by the DIBELS benchmarks. Students in the upper grades need to increase in reading comprehension and fluency as measured by the DIBELS benchmarks. Teachers need to focus on reading foundational skills, building stamina and interventions for all grades. Teachers need to focus on students at benchmark so they do not drop. Teachers also need to support intensive students and identify those that are consistently in red to provide target time on skills deficiencies.

CAASPP: Reading comprehension and writing need to be an instructional focus. Teachers believe, in addition to mastering grade level ELA standards, students need to be computer literate. There is a need for consistency between reading programs and materials. Provide close reading and response to text (Thinking Maps) strategies to all students.

Mathematics: There is a need for math curriculum that is aligned to the common core. Teachers need to implement 3 reads protocol. Students need to get in the habit of communicating their reasoning. TK-2 want to implement the RCOE Early Numeracy -Silicon Valley Initiative.

ELD: Focus on writing during ELD time for all grade levels. Curriculum needs to be common core aligned for K-5.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS	For 2018-2019 DIBELS End of the Year Outcomes, based on composite scores, the percentage of students at benchmark were as follows: Kinder-68%, 1st grade-55%, 2nd grade-64%, 3rd grade-	By June 2021, increase the percentage of students scoring at the benchmark level at the end of the year to: Kinder-72%, 1st grade-60%, 2nd grade-68%, 3rd grade-55%, 4th grade-60% and 5th grade- 56%.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	49%, 4th grade-55% and 5th grade- 51%.	
CAASP Summative English Language Arts 2018-2019	For 2018-2019, the highest percentage of students (39.09%) scored at the Standard Not Met level, while the second highest percentage of students (28.48%) scored at the Standard Nearly Met level. 32.42% of the students met or exceeded standard for English Language Arts.	By June 2021, reduce the percentage of students with "Standard Not Met" from 39% to 35% or less, and increase the percentage of students with "Standard Met" from 23% to 27% as measured by 2019-2020 CAASPP data.
CAASP Summative Math 2018-2019	The largest percentage of students (45.65%) scored in the Standard Not Met category in math for the overall performance in 2018-2019.	By June 2021, reduce the percentage of students with "Standard Not Met" from 45% to 41% or less, and increase the percentage of students with "Standard Met" from 17% to 22% as measured by 2019-2020 CAASPP data.
ELPAC Summative Assessment	Over 60% of our English Learners fall in the "Somewhat/Moderately" level for the Listening, Speaking, Reading and Writing domains. 30% of the students score at "Well developed" in Listening and 23.4% at "Well developed" in Speaking.	By June 2021, increase the percentage of English Learners scoring at the "Well Developed" level in Reading from 8% to 20% as measured by 2019-2020 ELPAC data. By June 2020, increase the percentage of English Learners scoring at the "Well Developed" level in Writing from 11% to 20% as measured by 2019-2020 ELPAC data.

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

Instructional Coach to provide instructional support in all content areas, including PD, Parent Involvement, Data Analysis and Coaching Cycles. Coach will support teachers by doing lesson demos, walk-through observations and feedback, targeted professional learning and planning.

### 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)
108568	Title I 1000-1999: Certificated Personnel Salaries
34727	Title I 3000-3999: Employee Benefits

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

DUPLO Renewal: Maintenance agreement for teachers to make mass copies for school wide or grade level copies.

### 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)
650	Title I 5000-5999: Services And Other Operating Expenditures

### 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

Math Supports: Provided to targeted groups of students who need additional supports.

### 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)
1569	Title I 5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 4

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

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

At-Risk Students

#### Strategy/Activity

Before/After School Interventions:  
Certificated staff will provided targeted and intensive intervention outside of the regular school day to support literacy, mathematics, and language acquisition.

#### 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)
15000	Title I 1000-1999: Certificated Personnel Salaries
4000	LCFF-EL 1000-1999: Certificated Personnel Salaries DLI \$1500
946	LCFF-EL 1000-1999: Certificated Personnel Salaries

### 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

Grade Level Release Days:  
Release days provided to all certificated staff to participate in professional development to plan, calibrate and improve instructional practices, students engagement, and mastery of standards.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
17000	Title I 1000-1999: Certificated Personnel Salaries
7915	Title I 3000-3999: Employee Benefits Certificated

**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

Renaissance Learning/Accelerated Reader: Supports independent reading to enhance reading comprehension and fluency.

**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)
8500	Title I 5000-5999: Services And Other Operating Expenditures

**Strategy/Activity 7**

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

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

All students

Strategy/Activity

CGI Training: Instructional Coach will attend Cognitive Guided Instruction training to best support the site professional development.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
-----------	-----------

1000

Title I  
5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 8

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

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

EL students

#### Strategy/Activity

English Language Facilitator will provide professional development, attend district trainings, and ensure compliance documentation of all things pertaining to English Language Learners.

#### 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)

3441

LCFF-EL  
1000-1999: Certificated Personnel Salaries  
ELF Stipend based on number of EL students

### Strategy/Activity 9

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

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

English Learners

#### Strategy/Activity

Classified employees will have additional hours available to provide translation services to the Terrace community, during parent conferences.

#### 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

LCFF-EL  
2000-2999: Classified Personnel Salaries

325

LCFF-EL  
3000-3999: Employee Benefits

### Strategy/Activity 10

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

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

English Learners

Strategy/Activity

Recognition for reclassification: Students will be recognized for reclassification and meeting all reclassification criteria.

**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)

1500

Source(s)

LCFF-EL  
4000-4999: Books And Supplies

**Strategy/Activity 11**

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

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

English Learners

Strategy/Activity

CABE Conference: Parents and staff will attend local CABE in supporting the understanding of language acquisitions for English Learners.

**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)

1500

Source(s)

LCFF-EL  
5000-5999: Services And Other Operating Expenditures

**Strategy/Activity 12**

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

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

English Learners -DLI

Strategy/Activity

Classroom library books will be purchased for new DLI classrooms. (DLI \$2900)

**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)

2900

Source(s)

LCFF-EL  
4000-4999: Books And Supplies  
DLI Classrooms

### **Strategy/Activity 13**

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

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

English Learners

Strategy/Activity

Library books (Spanish and Spanish/English bilingual books). Books will be purchased to enhance the current library.

#### **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)

3048

Source(s)

LCFF-EL  
4000-4999: Books And Supplies

### **Strategy/Activity 14**

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

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

All students

Strategy/Activity

Math/Writing Journals: to support teacher and learning at all grade levels.

#### **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)

3163

Source(s)

LCFF-LI  
4000-4999: Books And Supplies

### **Strategy/Activity 15**

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

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

All students

Strategy/Activity

Reading A-Z ( two-year subscription): Differentiated literature and informational text is made available to at-risk learning in both digital and printed formats to support areas of literacy.

**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

LCFF-LI  
5800: Professional/Consulting Services And  
Operating Expenditures

**Strategy/Activity 16**

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

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

At-Risk students

Strategy/Activity

Literacy Teacher: A district provided Literacy teacher supports targeted students lacking in foundational skills in reading through a pull-out program 4 times a week, about 30 minutes each session.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 17**

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

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

All Students

Strategy/Activity

Lesson Study release:  
Teachers will deliver a lesson based on previous learning, observe students on learning progressions, and how to best differentiate teaching and learning.

**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)

1500

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 18

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

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

All students

Strategy/Activity

Projects Clerk:  
Classified staff member will support, organize, and maintain efficient categorical compliance.

#### 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)

2500

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Additional hours to support unique tasks to the requirement of categorical programs and FPM, including record keeping, IT work orders, data processing, and the monitoring of expenditures.

812

Title I  
3000-3999: Employee Benefits  
Classified

### Strategy/Activity 19

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

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

All students

Strategy/Activity

Copy paper will be provided to teachers to provide materials needed for teaching and learning.

#### 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)

2000

Source(s)

Title I  
4000-4999: Books And Supplies

## Strategy/Activity 20

### 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 be provided two toner cartridges for the school year. Printer is used to print out materials for teaching and learning.

### 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)

5000

Title I  
4000-4999: Books And Supplies

5000

LCFF-EL  
4000-4999: Books And Supplies

## Strategy/Activity 21

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

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

All students

### Strategy/Activity

Instructional classroom supplies will be purchased to support at-risk students access to learning tools in supporting academic achievement and language acquisition.

### 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)

15000

Title I  
4000-4999: Books And Supplies

2500

LCFF-EL  
4000-4999: Books And Supplies

4500

LCFF-LI  
4000-4999: Books And Supplies

## Strategy/Activity 22

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

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

All Students

### Strategy/Activity

Technology will be repaired or replaced based on age of inventory.

### 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)

24000

#### Source(s)

Title I  
4000-4999: Books And Supplies

2371

LCFF-EL  
4000-4999: Books And Supplies

## Strategy/Activity 23

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

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

All Students

### Strategy/Activity

Copier lease agreement will be used to supplement instruction of the core curriculum, provide parent communication and progress monitoring support to identify intervention.

### 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)

1475

#### Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures

## Strategy/Activity 24

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

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

All students

### Strategy/Activity

Copier maintenance agreement will be used to supplement instruction of the core curriculum, provide parent communication and progress monitoring support to identify intervention.

### **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)

4647

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

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

### **ANALYSIS**

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

Will be made in the 2021-2022 school year.

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

Will be made in the 2021-2022 school year.

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

Will be made in the 2021-2022 school year.

# 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

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

## Goal(s)

Implement AVID elementary strategies in all TK-5th grade classrooms to improve student organizational skills, parent communication and note taking skills.  
 Implement No Excuses University to continue to establish a college ready culture by providing all students with learning experiences with college vocabulary, scholarship and lessons throughout the school year.

## Identified Need(s)

Increase the level of implementation of AVID strategies in all classrooms at all grade levels, using the essential progression chart for Agenda/Planner, Organizational Tool, Note-Taking, and Levels of Thinking and Questioning.  
 Increase the number of AVID trained teachers through AVID Pathways.  
 Provide training and collaboration opportunities for teachers to continue implementation of NEU's college conversations.  
 Expose students and their families to college and career options and provide information regarding careers, colleges and universities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of teachers trained in AVID Pathway -Foundations.	4 teachers have not had formal training in AVID Foundations.	Register 4 teachers upcoming AVID foundations training in Riverside.
Classroom implementation of AVID organizational strategies.	Most classroom teachers are implementing some AVID organizational strategies.	Use the essential progression chart to determine common grade level implementation of organizational strategies.
No Excuses University College Conversations	College conversations are being implemented in most classrooms.	The habits of scholarly behaviors will be taught in every classroom and these behaviors will be expected by all staff. Lessons on College Conversations will engage students in skills that support college and career readiness success.

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

Teachers will attend a 2-day AVID Pathway Foundation training to improve student organizational skills, note-taking and support students to become college and career ready.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 2**

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

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

All students

#### Strategy/Activity

Parent University classes offered to parents to establish a family reading routine, improve reading and writing skills in English and Spanish, and strengthen communication between parents and children.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

All students

#### Strategy/Activity

Provide students with instructional classroom supplies and organizational materials (i.e. agenda planners, binders, school supply storage, etc.) to support students in becoming college and career ready.

#### **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)

4000

Source(s)

AVID  
4000-4999: Books And Supplies

### **Strategy/Activity 4**

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

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

4th and 5th graders

Strategy/Activity

Upper grade students will use planning agendas to support the teaching of college and career readiness skills of organization, time, and responsibility.

#### **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)

2500

Source(s)

LCFF-LI  
4000-4999: Books And Supplies

### **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

Study Trips: Study trips will support the grade level standards to provide learning as an extension of classroom instruction.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

3000

Source(s)

LCFF-LI  
5000-5999: Services And Other Operating Expenditures

### **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**

Staff will organize a College and Career Day and a Vehicle Career Day to increase awareness of college and career opportunities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 7**

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

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

All students

**Strategy/Activity**

All classroom to adopt a college or university and display college flags, bulletin boards, slogans, signs and chants. Students and teachers will display their college pride at Flag Ceremonies by displaying their flag, wearing the college shirt and singing their chant.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 8**

**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 organize college campus study trips for students and parents to provide exposure and information on higher learning institutions.

**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

AVID



## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

Will be made in the 2021-2022 school year.

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

Will be made in the 2021-2022 school year.

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

Will be made in the 2021-2022 school year.

# 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

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

## Goal(s)

Increase student attendance, provide a safe school environment for staff and student learning, and provide opportunities for family engagement and connection to the school.

## Identified Need(s)

The focus of the school's engagement goal is divided into three major areas: attendance, suspension rates and school climate.

Attendance as measured by the Chronic absenteeism dashboard is affected by students having absences above the 10% during the school year. There is a need to reduce the number of absences and increase daily attendance. Students with frequent absences miss essential instruction and their academic performance is affected by it.

Suspension rates have been low in the past few years and it is essential to continue to maintain a low suspension rate.

School climate based on surveys to students, staff and families indicate a need to continue to improve in school connectedness.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Attendance rate for 2018-2019 at 96%	Increase attendance by 0.5%
Chronic Absenteeism Rate	10.6% of students are chronically absent	Reduce the number of students with chronic absenteeism to 5%
Suspension rate	Suspension rate at 0.7% on the dashboard	Maintain suspension rate under 1%
California Healthy Kids Survey	69% of students felt connected to the school	Increase the percentage of student connectedness to at least 80%

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

Counselor Supports: Counselor will be allocated funds to support professional growth and materials needed to support our low-income school community.

### **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)

500

Source(s)

LCFF-LI  
4000-4999: Books And Supplies

### **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

Provide Saturday School to recover ADA from students with absences. Teachers will provide enrichment activities during the program.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2000

Source(s)

Attendance  
1000-1999: Certificated Personnel Salaries  
5x/year -2 teachers -4 hours Saturday  
enrichment academy

### **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

Home visits: A team of teacher and administrator will conduct home visits to address concerns and provide support to families regarding chronic absenteeism.

### **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	Attendance 1000-1999: Certificated Personnel Salaries 5x/year -2 teachers -2 hours
709	Attendance 3000-3999: Employee Benefits

#### **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

Attendance Incentives provided to students who demonstrate positive and/or growth in attendance.

##### **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)
1200	Attendance 4000-4999: Books And Supplies

#### **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

Attendance recognition: Students will be recognized for positive and/or growth in attendance.

##### **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)
500	Attendance 4000-4999: Books And Supplies

## 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

Picture books/ chapter books to celebrate attendance

### 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)

1217

#### Source(s)

Attendance  
4000-4999: Books And Supplies

## Strategy/Activity 7

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

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

All students

### Strategy/Activity

Perfect attendance incentives: Students will be provided lunch with the principal. Cost to cover students with no free or reduced price lunch.

### 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)

250

#### Source(s)

Attendance  
4000-4999: Books And Supplies

## Strategy/Activity 8

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

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

All students

### Strategy/Activity

Attendance Assemblies: Students who demonstrate growth in the area of attendance will be offered a special assembly.

**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

Attendance  
5000-5999: Services And Other Operating Expenditures

**Strategy/Activity 9**

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

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

All students

Strategy/Activity

Provide parent involvement opportunities such as: Back to School Night, Parent Universities, DLI community nights, parent involvement week, parent conferences, math, science, and literacy nights, health and safety fair, and PTA sponsored evening events.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 10**

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

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

All students

Strategy/Activity

Home and School Communication: All teachers and administration utilize Class Dojo for regular communication to families. In addition to this, the administration maintains an updated Facebook page and a school webpage for regular school announcements and information. A monthly calendar is sent home to families to keep them inform of activities, events and holidays for each month. A phone call out system, Blackboard Connect, is also used to relate important and/or urgent information to families. Blackboard Connect is also used to send text messages to 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)

# Annual Review

## SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

Will be made in the 2021-2022 school year.

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

Will be made in the 2021-2022 school year.

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

Will be made in the 2021-2022 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Science (Secondary Only)

## LEA/LCAP Goal

## Goal(s)

## Identified Need(s)

## 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.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal(s)

## Identified Need(s)

## 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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal(s)

## Identified Need(s)

## 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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal(s)

## Identified Need(s)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$314,433.00

## 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	\$251,863.00

Subtotal of additional federal funds included for this school: \$251,863.00

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 (\$)
Attendance	\$9,876.00
AVID	\$5,000.00
LCFF-EL	\$28,531.00
LCFF-LI	\$19,163.00

Subtotal of state or local funds included for this school: \$62,570.00

Total of federal, state, and/or local funds for this school: \$314,433.00

# 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
LCFF-EL	28,531	0.00
LCFF-LI	19,163	0.00
Title I	251,863	0.00
AVID	5,000	0.00
Attendance	9876	0.00

## Expenditures by Funding Source

Funding Source	Amount
Attendance	9,876.00
AVID	5,000.00
LCFF-EL	28,531.00
LCFF-LI	19,163.00
Title I	251,863.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	153,455.00
2000-2999: Classified Personnel Salaries	3,500.00
3000-3999: Employee Benefits	44,488.00
4000-4999: Books And Supplies	81,149.00
5000-5999: Services And Other Operating Expenditures	26,341.00
5800: Professional/Consulting Services And Operating Expenditures	5,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Attendance	3,000.00
3000-3999: Employee Benefits	Attendance	709.00
4000-4999: Books And Supplies	Attendance	3,167.00
5000-5999: Services And Other Operating Expenditures	Attendance	3,000.00
4000-4999: Books And Supplies	AVID	4,000.00
5000-5999: Services And Other Operating Expenditures	AVID	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	8,387.00
2000-2999: Classified Personnel Salaries	LCFF-EL	1,000.00
3000-3999: Employee Benefits	LCFF-EL	325.00
4000-4999: Books And Supplies	LCFF-EL	17,319.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,500.00
4000-4999: Books And Supplies	LCFF-LI	10,663.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	5,500.00
1000-1999: Certificated Personnel Salaries	Title I	142,068.00
2000-2999: Classified Personnel Salaries	Title I	2,500.00
3000-3999: Employee Benefits	Title I	43,454.00
4000-4999: Books And Supplies	Title I	46,000.00
5000-5999: Services And Other Operating Expenditures	Title I	17,841.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	293,557.00
Goal 2	10,500.00
Goal 3	10,376.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Ricardo Chaparro	Principal
Christine Ledesma	Classroom Teacher
Christina Powers	Classroom Teacher
Judy Garcia	Classroom Teacher
Brandi Crum	Other School Staff
Peter Palumbo	Parent or Community Member
Marcela Zuniga	Parent or Community Member
Noemi Ortega	Parent or Community Member
Yuri Moreno	Parent or Community Member
Cruz Cervantes	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 11-21-19.

Attested:

Ricardo Chaparro

Principal, Ricardo Chaparro on 11-21-19

C. C.

SSC Chairperson, Cruz Cervantes on 11-21-19



# 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

## Strategies/Activities

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

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

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

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

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

## Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

## **School-Parent Compact (Title I Schools)**

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)