School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Colina Junior High School	42-76786-6062095	(anticipated) May 10, 2019	May 21, 2019

Purpose and Description

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

Additional Targeted Support and Improvement
In ATSI for Students with Disabilities student group

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.

La Colina Junior High Schools's 2019-20 School Plan for Student Achievement aligns with Goals 1-3 of the SB Unified Local Control and Accountability Plan:
Goal: 1 Cultural Proficiency
School Goal: Identify, incorporate and evaluate culturally relevant instructional practices and curriculum on a regular basis through completion of strategically designed lessons and common student work protocols and learning rounds, (i.e., PLC, PLT, certificated staff).
Goal 2: Student and Family Engagement
School Goal: La Colina Junior High School will actively engage parents in activities which promote students' academic achievement and social emotional wellness.
Goal 3: Preparing Students for Life Learning and Work in the 21st Century

School Goal: Provide targeted intervention and support for Students with Disabilities with the goal of improving English Language Arts and Mathematics performance on the CAASPP by at least 3 points. Monitor and support progress of students in additional sub groups identified as Very Low or Low (English Learners, Homeless, Socio Economically Disadvantaged and Hispanic).

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

Reviewed and collected feedback on 2018-19 SPSA with SSC: 3-1-19: SPSA including ATSI. Presenting 2019-20 SPSA to SSC on May 10, 2019.

Resource Inequities

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

Funding (Supplemental Concentration Grant) was allocated for Lunch time tutoring, however, the positions were not filled due to additional staff being added to After School tutoring. Funding was reallocated to After School Homework Club tutoring.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Identify, incorporate and evaluate culturally relevant instructional practices and curriculum on a regular basis through completion of strategically designed lessons and common student work protocols and learning rounds, (i.e., PLC, PLT, certificated staff).

Identified Need

Based on feedback from La Colina students in the Talking in Class program, parents in the PIDA program and La Colina's Allies for Equity advisory committee, we have identified a need for a more clear system for identifying, incorporating and evaluating culturally relevant instructional practices and curriculum. Teacher teams have participated in review of student work protocols and learning rounds and would like to focus this work on culturally relevant instructional practices. CA School Dashboard data, D/F Grade Analysis data and percentage of students completing at least one Advanced Learning course indicates achievement gaps between student subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D/F Grade Analysis	Overall: 93% of students have no D/F grades Hispanic/Latino students: 87% have no D/F grades Socio Economically Disadvantaged: 89% have no D/F grades Special Education: 90% of students have no D/F grades English Learners: 78% of students have no D/F grades	Improve percentage of students with no D/F grades in identified subgroups by 3%
CA School Dashboard - Suspension Rate	Level: White students: Yellow (Low) Level: All Students, Homeless, Socioeconomically Disadvantaged, Asian, Hispanic: Orange (Medium) Level: English Learners, Students with Disabilities: Orange (High)	All students at Orange (Medium) with no student groups falling into the Orange (High) level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS School Connectedness Data	Overall: 64% of students indicated a high sense of connectedness at school. Asian students: 61% Hispanic/Latino students: 64% White students: 68% Socio Economically Disadvantaged students: 51% Homeless students: 54%	Improve overall percentage and percentage by subgroup of students with high sense of connectedness by 5%
% of Students Completing At Least One Advanced Learning Course	Overall: 69% of all students are enrolled in an Advanced Learning course Hispanic/Latino students: 41% White students: 87% Socio Economically Disadvantaged students: 42% Reclassified Fluent students: 46%	Improve overall percentage and percentage by subgroup of students enrolled in Advanced Learning courses by 3%
CA School Dashboard - ELA	Level: Asian, White students: Green (Very High) Level: All Students: Green (High) Level: Homeless, Socioeconomically Disadvantaged, Hispanic, English Learners: Orange (Low) Level: Students with Disabilities: Red (Very Low)	Maintain or Increase Level in all subgroups. No subgroups in Red (Very Low)
CA School Dashboard - Mathematics	Level: Asian: Green (Very High) Level: White: Blue (Very High) Level: All Students: Green (High) Level: Socioeconomically Disadvantaged: Yellow (Low) Level: Homeless, Hispanic, English Learners: Orange (Low) Level: Students with Disabilities: Red (Very Low)	Maintain or Increase Level in all subgroups. No subgroups in Red (Very Low)

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

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

All Students

Strategy/Activity

Professional Development - Institute for Equity in Education - substitutes

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

Amount(s)	Source(s)
2000	Supplemental/Concentration Grant - 0790

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

Release time for teachers to participate in learning rounds and development/implementation of culturally relevant curriculum

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)
6300.00	Site Categorical - 0899

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

Purchase professional learning resources (books) to support this goal

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	Lottery - 1100

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

Hispanic/Latino, Students with Disabilities, Socio Economically Disadvantaged

Strategy/Activity

Continue Allies for Equity advisory team of teachers, staff and parents who have attended IEE or PIDA to focus on evaluation/implementation of culturally relevant instructional practices.

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

Amount(s)	Source(s)
0	

Strategy/Activity 5
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 complete a self-evaluation of culturally relevant instructional practices. Results will be shared with PLCs to inform goals for improvement.

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

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2018-19

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

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

The data shows that La Colina increased the percentage of Hispanic/Latino students enrolled in Advanced Learning courses from 39% to 41% and the percentage of Socioeconomically Disadvantaged students increased from 37% to 42%. Teachers who attended the Institute for Equity in Education in Spring 2018, created an action plan that included the development of an Allies for Equity advisory committee to review school practices relative to equity. The Talking in Class program implemented in Fall 2018, provided Hispanic/Latino as well as African American students with an opportunity to share their experiences with the school community and make recommendations for improvement. Counselors and teachers collaborated to increase enrollment of Hispanic/Latino and Socioeconomically Disadvantaged students in Honors classes. Teachers met individually with students to encourage them in moving to Honors classes. Feedback from the students in the Talking in Class program indicates that there is still work to be done to increase classroom and schoolwide activities and experiences that reflect and honor their culture and promote their relevance on campus.

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

In addition to the strategies and activities planned and implemented as part of this goal, La Colina also implemented the Parents for Inclusion, Diversity and Access (PIDA) program during the 2018-19 school year. Approximately 10 parents completed the program.

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

For 2019-20, Goal #1 will be extended to ensure that more culturally relevant instructional practices and curriculum are identified, incorporated and evaluated on a regular basis. Teachers need to exhibit regular use of these practices and engage in regular review of their practices through completion of strategically designed lessons and common student work protocols and learning rounds, (i.e., PLC, PLT, certificated staff).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

La Colina Junior High School will actively engage parents in activities which promote students' academic achievement and social emotional wellness.

Identified Need

Parent engagement is a continued area of focus based on feedback from parent groups, particularly for parents of students in the following subgroups: English Learners, Socio Economically Disadvantaged and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Parents Responding to the California School Parent Survey	Overall:49%	Overall:50%
% of Parents that Agree or Strongly Agree that: • this school allows input and welcomes parents' contributions • this school actively seeks the input of parents before making important decisions	Overall: 85% Overall: 58%	Overall: 85% Overall: 63%
% of Parents that: • served on a school committee • attended a general school meeting, for example, an open house, or a back-to-school night	Overall: 9% Overall: 91% Overall: 63% Overall: 30%	Overall: 12% Overall: 90% Overall: 65% Overall: 35%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• attended a school or class event, such as a play, dance, sports event, or science fair • served as a volunteer in this child's classroom or elsewhere in the school		

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

Provide parent programs to engage parents in the school program. (Parent Project and PIDA)

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	Supplemental/Concentration Grant - 0790

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 interpretation and translation for meetings and school communications

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)

500.00

Source(s)

Supplemental/Concentration Grant - 0790

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

Conduct a parent survey to gather input regarding topics of interest such as A-G requirements, social-emotional wellness, etc. Based on survey results, plan calendar of parent outreach opportunities on these topics. Funding will be allocated for projected costs such as speakers, printed resources, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1834.00

Source(s)

Supplemental/Concentration Grant - 0790

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

Reconfigure meeting structure to maximize parent engagement. SSEPAC and ELAC meet on the same date as PTSA with parent education scheduled between the meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

La Colina implemented two parent programs to address this goal. 30 parents completed the Parent Program offered by Padres Unidos. In addition, La Colina implemented the Parents for Inclusion, Diversity and Access (PIDA) program after the Talking in Class program. Effective was the translation of course syllabi for parents attending Back to School night. La Colina continued to provide interpretation services at schoolwide events as well as individual parent meetings (i.e. IEP meetings, parent-teacher-counselor meetings). All Parent Square messages are translated and sent in both English and Spanish. Personalized support and intervention for EL students was provided by the administrative/counseling teams as well as other staff including Special Education case managers and the teachers of the classes designated for English Learners. STAR scores for English Learners have gradually increasing during the current 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.

As a result of the PEAC Parent Engagement grant, we were able to fund the PIDA program. More parents were engaged in the Parent Program and the PIDA program as a result of offering two programs. Attendance at PTSA meetings has also increased during this 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.

Parent engagement continues to be a challenge, especially for ELAC and SSEPAC attendance. La Colina is investigating ways to coordinate our parent engagement/involvement strategies to provide opportunities that are more relevant to parents and are more aligned with parents' diverse needs, interests and schedules. Progress will be measured by meeting attendance and feedback on CA Parent Survey.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Provide targeted intervention and support for Students with Disabilities with the goal of improving English Language Arts and Mathematics performance on the CAASPP by at least 3 points. Monitor and support progress of students in additional sub groups identified as Very Low or Low (English Learners, Homeless, Socio Economically Disadvantaged and Hispanic).

Identified Need

Assessment results for Students with Disabilities have continued to be in the Red/Very Low range. As a result, La Colina has received an ATSI designation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, ELA Students with Disabilities	Overall Color: Red Status: Very Low Current Status: -77.3 Change: Declined 4.1	Overall Color: Orange Status: Very Low Current Status: - 74.0 Change: Improved 3.0
CA School Dashboard Academic Indicator, Math Students with Disabilities	Overall Color: Red Status: Very Low Current Status: -118.1 Change: Declined 8.6	Overall Color: Orange Status:Very Low Current Status: -115.1 Change: Improved 3.0
CA School Dashboard English Learner Progress Indicator (% of English Learners that Met or Exceeded ELD Standards via ELPAC)	Well Developed: 48.8% Moderately Developed: 22% Somewhat Developed:14.6% Beginning Stage: 14.6%	Well Developed: 48.8% Moderately Developed: 22% Somewhat Developed:14.6% Beginning Stage: 14.6%
CA School Dashboard ELA	Overall Color: Green Status: High Current Status: +36.9 Change: Declined 8.5	Overall Color: Green Status: High Change: Maintain or Improve
CA School Dashboard Mathematics	Overall Color: Green Status: High Current Status: + 24.2 Change: Declined 7.5	Overall Color: Green Status: High Change: Maintain or Improve

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students Reading at or Above Grade Level (As of mid-year)	All students: 71% Hispanic/Latino students: 56% White students: 83% Socio Economically Disadvantaged: 53% Special Education: 22% English Learners: 11% Reclassified Fluent: 59%	All students: 73% Hispanic/Latino students: 58% White students: 85% Socio Economically Disadvantaged: 55% Special Education: 24% English Learners: 12% Reclassified Fluent: 61%

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)

Students with Disabilities

Strategy/Activity

Establish regular meeting schedule with counselors, administration and case managers to review data and plan interventions.

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

Amount(s)	Source(s)
0	

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

Students with Disabilities, All Students

Strategy/Activity

Provide professional development release days to PLCs to review progress on Site Implementation Plan, review evidence of student learning and determine interventions.

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)
24620.00	Supplemental/Concentration Grant - 0790

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Purchase intervention program to support regular monitoring of student progress in Mathematics

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000.00	Supplemental/Concentration Grant - 0790

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

After school tutoring to support student 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)
16000.00	Supplemental/Concentration Grant - 0790

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Through the School Implementation Plan, La Colina has identified specific focus areas and student success indicators. Staff have collected evidence of student learning and engaged in student work protocols in order to evaluate student learning and respond with appropriate intervention. While improvements have been made with regard to developing a comprehensive system, these improvements have not translated into results for our students in the designated subgroups (English Learners, Hispanic, Socio-Economically Disadvantaged and Students with Disabilities).

Expenditures allocated for professional development and instructional materials have supported the achievement of this goal, More specific, targeted interventions are needed in order to make progress in this area. With the additional designation of ATSI for Students with Disabilities, this will be an area for continued focus.

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

Not all teachers/PLCs were able to schedule their allocated release days due to other constraints such as additional release days and shortage of substitutes. While some teachers provide academic support/intervention during lunch time, this process has not been implemented as a specific intervention.

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

As a result of the ATSI designation, La Colina will focus efforts on improving achievement for Students with Disabilities as well as other identified subgroups.

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	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$59,754.00

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
Lottery - 1100	$500.00
Site Categorical - 0899	$6,300.00
Supplemental/Concentration Grant - 0790	$52,954.00

Subtotal of state or local funds included for this school: $59,754.00

Total of federal, state, and/or local funds for this school: $59,754.00

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Appendix D: 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

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
David L. Ortiz	Principal
Cami Stevens	Classroom Teacher
Whitney Paz	Classroom Teacher
Amy Woods: SSC Chairperson	Classroom Teacher
Usha Atterbury	Classroom Teacher
Katie Sipes	Secondary Student
Velencia Escobedo	Other School Staff
Charlotte Manion	Secondary Student
Stella Borgioli	Secondary Student
Stan McLain	Parent or Community Member
Blanca Avila	Parent or Community Member
Lauren Gleason	Parent or Community Member
Marina Zarate	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.

Appendix E: 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
	Special Education Advisory Committee

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

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

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

Attested:

	Principal, David L. Ortiz on
	SSC Chairperson, Amy Woods on

Appendix G: School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Green

Mathematics

Green

English Learner Progress

No Performance Color

Academic Engagement

Chronic Absenteeism

Orange

Conditions & Climate

Suspension Rate

Orange

Appendix G: School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students	◉	◉			◉	◉	
English Learners	◉	◉			◉	◉	
Foster Youth	◯	◯			◯	◯	
Homeless	◉	◉			◉	◉	
Socioeconomically Disadvantaged	◉	◉			◉	◉	
Students with Disabilities	◉	◉			◉	◉	
African American	◯	◯			◯	◯	
American Indian	◯	◯			◯	◯	
Asian	◉	◉			◉	◉	
Filipino	◯	◯			◯	◯	
Hispanic	◉	◉			◉	◉	
Pacific Islander	◯	◯			◯	◯	
Two or More Races	◯	◯			◯	◯	
White	◉	◉			◉	◉	

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Appendix G: School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	2	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
36.9 points above standard	45.4 points below standard	0 Students
Declined -8.5 points	Declined -22.2 points	
861 students	183 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
32.2 points below standard	12.4 points below standard	77.3 points below standard
Declined -23.4 points	Maintained -0.5 points	Declined -4.1 points
41 students	315 students	80 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	86.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
8 students	1 students	Declined -5.4 points	4 students
		34 students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
13.7 points below standard	78.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	70.4 points above standard
Maintained -2.4 points	Increased 24.4 points	2 students	Declined -9 points
349 students	28 students		434 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.5 points below standard	34.9 points below standard	60.1 points above standard
Declined -5.1 points	Declined -28.2 points	Declined -3.3 points
28 students	155 students	583 students

Appendix G: School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	1	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
24.2 points above standard	65.8 points below standard	0 Students
Declined -7.5 points	Declined -23.4 points	
859 students	183 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Red
31 points below standard	30.1 points below standard	118.1 points below standard
Maintained -2.1 points	Increased 4.3 points	Declined -8.6 points
41 students	315 students	79 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	73.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
8 students	1 students	Declined -41.3 points	4 students
		34 students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Blue
33.1 points below standard	55.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	64.3 points above standard
Maintained -0.5 points	Increased	2 students	Maintained -2.6 points
347 students	19 points 28 students		434 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
129.1 points below standard	54.3 points below standard	47.8 points above standard
Declined -27.8 points	Declined -24.5 points	Maintained -2.1 points
28 students	155 students	582 students

Appendix G: School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	37	52	50	4	5	6
Fluent English Proficient (FEP)	240	228	238	25	24	26
Reclassified Fluent English Proficient (RFEP)	59	12	26	78	32	50

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

La Colina Junior High School	**2015-16**	**2016-17**	**2017-18**
	Number (Rate) Reclassified	**Number (Rate) Reclassified**	**Number (Rate) Reclassified**
English Learners Reclassified	59 (77.6 %)	12 (32.4 %)	26 (50.0 %)

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students that are At-Risk of Becoming, or are, Long Term English Learners.

La Colina Junior High School	**2015-16**	**2016-17**	**2017-18**
	Number	**Number**	**Number**
Long Term English Learners (6 + Years)	16	24	20
At Risk of Becoming LTEL (4-5 Years)	0	1	0

Appendix G: School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
41	48.8%	22%	14.6%	14.6%

Appendix G: School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	1	0	1

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
7.9% chronically absent	14.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.3%	Increased 2.3%	1 students
923 students	55 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Orange	Orange
2.3% chronically absent	11.3% chronically absent	17.2% chronically absent
Declined 14.4%	Maintained 0.4%	Increased 5.2%
44 students	345 students	87 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

8 students

American Indian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1 students

Asian

Yellow
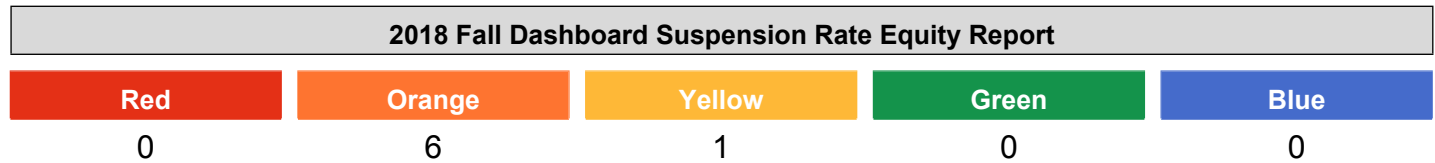
2.8% chronically absent

Increased 0.9%

36 students

Filipino

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4 students

Hispanic

Orange

9.6% chronically absent

Increased 0.7%

375 students

Two or More Races

No Performance Color

6.7% chronically absent

Declined 1%

30 students

Pacific Islander

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

White

Orange

7.3% chronically absent

Increased 1.8%

467 students

Appendix G: School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	6	1	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
3.5% suspended at least once	8.8% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.6%	Increased 8.8%	1 students
926 students	57 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
2.3% suspended at least once	4.9% suspended at least once	9.2% suspended at least once
Increased 0.6%	Increased 1.6%	Increased 6.8%
44 students	346 students	87 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Orange	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	5.6% suspended at least once	Less than 11 Students - Data
8 students	1 students	Increased 3.7%	4 students
		36 students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Yellow
5.1% suspended at least once	3.3% suspended at least once	Less than 11 Students - Data	1.7% suspended at least once
Increased 2.2%	Increased 3.3%	2 students	Increased 0.4%
376 students	30 students		469 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.8% suspended at least once	1.8% suspended at least once	3.5% suspended at least once