

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
Roosevelt Elementary School	42-76786-6045926		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)

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.

Purpose of this plan is to outline how Roosevelt will meet the needs of our students in order to show academic growth in all areas based on lag and lead data. Roosevelt will incorporate our School Site Council, our ELAC and our parents to develop our strategies to meet our goals that are aligned to our district LCAP.

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

Roosevelt Site Council, ELAC and Leadership Team collaborated to develop the Site Plan.

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

Increase student and staff sense of connectedness to develop respect for others and increase student engagement to increase academic achievement growth by 3%.

Identified Need

Dashboard data shows 50% of overall students at or above gr. level. There is still a gap between subgroups. EL subgroup is making progress, but is still low. Low SES students and special ed identified students have made little progress. Student sense of connectedness and safety need to be high while receiving instruction.

Data points used to create the goal:

- Observations of Principal and teaching staff

*Summative/Formative Assessment data

- Suspension Rate
- Referrals to CALM, SST for social skills and behavior concerns
- Behavior Intervention reports in Aeries

*District Work around recognizing bias (IEE Participation)

- school connectedness of pupils, staff, and parents~included in CA Healthy Kids Survey Results
- sense of safety of pupils, staff, and parents~included in CA Healthy Kids Survey Results

*student evidence

Benchmark assessments: staff and grade level teams analyze the data to:

a) Drive instruction

b) Monitor Student Growth by subgroups

c) Monthly analysis of STAR data and student evidence during grade level PLCs and Site PLCs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Participation in Professional Learning around Cultural Proficiency	3 Teachers have completed IEE	Additional 3 teachers to complete IEE

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	4 students - 0.7%	1% or less
100% of students participate Art and Music classes weekly.	Overall: 100%	Overall: 100%
Student Sense of Connectedness	Overall: 64%	Overall: 80%
Student Sense of Safety	Overall: 90%	Overall: 95%

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 will be served by this strategy

Strategy/Activity

Relevant Library books will be purchased to update and/or replace outdated books.

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)

2,700

Source(s)

Restrict Lottery - 6300

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students will be served by this strategy.

Strategy/Activity

Restorative Approaches Training for new staff in order to support student social/emotional needs.

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 will be served by this strategy.

Strategy/Activity

Literacy Partners Training to support teachers in implementing readers and writers workshop model consistently and effectively.

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 4

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Coverage on fields/Noon Duty to promote positive relationships and safety on the playground.

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)

53,834.16

Site Categorical - 0899

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students will be served by this strategy.

Strategy/Activity

PE Teacher position supports students in developing physical skills, healthy habits and the position supports embedded teacher professional learning collaboration time.

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 6

Students to be Served by this Strategy/Activity

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

All Students are served by this strategy.

Strategy/Activity

Sub release is budgeted to give teachers time to plan with the Reading Coach using student evidence to drive the 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)

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 are served by this strategy.

Strategy/Activity

Professional Development with Literacy Partners to support teachers in improving their practice in readers and writers workshop.

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 are served by this strategy.

Strategy/Activity

PE Equipment to support positive play

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)

254.02

Lottery - 1100

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

EL and Low SES Students will benefit from this strategy

Strategy/Activity

New Comer Aides to work in conjunction with classroom teacher to provide English language development and literacy support in small groups.

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

Field Trips for relevancy and extension

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 11

Students to be Served by this Strategy/Activity

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

All Students are served by this strategy.

Strategy/Activity

Instructional materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

12,332.09

Lottery - 1100

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.

Strategy 1:

We analyzed benchmark assessment data to drive instruction. We met during embedded release time and after school PLC teams to analyze STAR Reading and Math data to reveal and understand trends to drive instruction.

Grade level teams were able to see trends in weaknesses, growth, and then plan how to support student progression. Based on STAR data, every grade level has made growth to date.

We will continue this strategy

Strategy 2:

School counselor will support teachers and students in developing social and emotional growth strategies ultimately resulting in a sense of connectedness. Administrator and counselor met to decide on the direction of support for student and/or family. Counselor worked with classroom teachers across grade levels to look at common social/emotional needs.

Data from CALM shows that the counselor is working with individuals, small groups, families and in classrooms. Referrals have slowed down and teachers continue to use the counselor's support in their classrooms to address student social/emotional needs. We have bi-weekly meetings to review progress and counselor list of services.

SSC recommends to continue this strategy though our student sense of connectedness was less on CHKS than last school year. Our sample of surveys was half of that of last school year. A focus on completing the survey within the survey window is a conversation that will take place so that our sample of surveys is appropriate to our demographic of students.

Strategy 3:

We planned to purchase instructional materials to support instruction. We purchased many classroom supplies for all students. We will implement this strategy in the 19-20 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.

Our student sense of connectedness was less on CHKS than last school year. Our sample of surveys was half of that of last school year. A focus on completing the survey within the survey window is a conversation that will take place so that our sample of surveys is appropriate to our demographic of students.

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.

Strategies that we will include in this goal for 19-20 school year are: Encouragement to participate in IEE training, encourage Implicit Bias Training, a formal check-in regarding students taking the CHKS in order to obtain an appropriate sample, and discuss student discipline suspension rates with Safety Committee and Leadership Team to look at trends and discuss subgroups and alternatives to out of school suspension. We will add a strategy to implement small groups with our CALM counselor based on data for explicit instruction to support students.

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

Roosevelt School will communicate through all site committees, organizations, Parentsquare, newsletter and school events the importance of attendance and encourage an equitable sense of importance through school connectedness in each group.

Roosevelt School will increase yearly attendance rate by 1%.

Roosevelt School will decrease chronic absenteeism by 1%.

Roosevelt will look at attendance in subgroups and target parent events and communication to relay importance of attendance.

Identified Need

White Subgroup: 8.6% chronically absent, Increased 0.5%, EL Subgroup: 6.8% chronically absent, Maintained -0.3%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students with a High Sense of Safety at School	Overall: 90%	Overall: 95%
% of Students with a High Sense of Connectedness to School	Overall: 64%	Overall: At least 75%
Chronic Absenteeism Rate	Overall Color, Status & Change: Green, 7.1%, 2.3% decline Subgroup: White subgroup: orange Subgroup: EL, yellow	Overall Color, Status & Change: Green, 7% or below, maintain or increase
CA School Dashboard Suspension Indicator	Overall Color, Status & Change: Orange, 1.5%, .8% Increase EL, Low SES, Hispanic	Overall Color, Status & Change: Yellow/Green, 1% or below, maintain or increase
% of Parents Responding to the California School Parent Survey	Overall: 133 parents participated in the survey	Overall: Increase to 150 parents

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>% of Parents that Agree or Strongly Agree that:</p> <ul style="list-style-type: none"> this school allows input and welcomes parents' contributions this school actively seeks the input of parents before making important decisions 	<p>Overall: 88%</p> <p>Overall: 68%</p>	<p>Overall: Increase to 90%</p> <p>Overall: Increase to 70%</p>
<p>% of Parents that:</p> <ul style="list-style-type: none"> served on a school committee attended a general school meeting, for example, an open house, or a back-to-school night 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 went to a regularly scheduled parent-teacher conference with the child's teacher]] 	<p>Overall: 33%</p> <p>Overall: 91%</p> <p>Overall: 90%</p> <p>Overall: 69%</p> <p>Overall: 98%</p>	<p>Overall: Increase to 35%</p> <p>Overall: Increase to 93%</p> <p>Overall: Increase to 92%</p> <p>Overall: Increase to 71%</p> <p>Overall: Increase to 99%</p>

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 are served by this strategy.

Strategy/Activity

Restorative Approaches Staff Training Refresher

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 are served by this strategy.

Strategy/Activity

Parent Involvement

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)

820.00

Title I - 3010

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Newcomer Aide partial salary

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)

7378.00

Title I - 3010

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students will be served by this strategy.

Strategy/Activity

Share attendance data and tips and trends regarding attendance regularly with families through Parentsquare updates quarterly so that they are part of our ongoing effort to improve 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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students will be served by this strategy.

Strategy/Activity

Parent Committee that communicates with families via a room parent. Meet with administrator regularly to assist in communication flow and support home/school connection.

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 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Medical Supplies

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)

600.00

Lottery - 1100

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students whose Parents speak Spanish

Strategy/Activity

Interpretation

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)

3,000.00

Source(s)

Lottery - 1100

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

Custodial Supplies for maintenance and operations

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)

5,500.00

Source(s)

Lottery - 1100

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

Over Time for Office at Principal's discretion

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)

7857.45

Source(s)

Lottery - 1100

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students who are EL, low SES and lower quartile

Strategy/Activity

A Parent Night to inform about homework, online resources and how to support student achievement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Communicate with student, families, staff through the end of the school day

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)

5761.69

Lottery - 1100

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Office support during registration to support 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)

1660.98

Lottery - 1100

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.

Strategy 1

Communicate the importance of attendance through organizations, Parentsquare, newsletter and school events. We used all forms of listed communication.

Communication has been effective though we still use some paper in Thursday folders to assure access to all. This strategy has been effective. Our absenteeism decreased.

We will continue this communication strategy.

Strategy 2

Organize a parent committee that reaches out to all families through different modalities to assure messages are received. Through training and committees, we increased the effect of our ELAC, increased REEF membership, increased SSC participation, shared SSEPAC notes to community, and began a Parent Committee to streamline communication on campus among parents to enhance a sense of connectedness and specifically teach about the importance of attendance.

It was effective. How do we know? Increased participation at school events and committees and overall attendance. We will continue.

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

We did not implement the Latino Family Literacy Project. We did welcome Cafecito, and ELAC training at both site and the school district. Cafecito provided parents a chance to come together during school hours to learn together about how to ask questions regarding their student's education. Our ELAC trainings offered our ELAC officers the opportunity to learn about our district's and state's recommendations and policies regarding English Language Development and the group's responsibility. Both groups were positive and helped create a sense of connectedness for our families. We are removing the Latino Family Literacy Project from this goal. Working with Parent Engagement Department, we will continue with Cafecito and ELAC trainings. We will be adding in a parent night that targets our EL, Low SES and low quartile population to share strategies with how to help students at home and how to find the resources.

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.

We will share attendance data and tips and trends regarding attendance regularly with families through Parentsquare updates quarterly so that they are part of our ongoing effort to improve attendance. There is no cost attached to this strategy.

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

* Based on data, current school year, Subgroups will show 3% growth in all assessment areas (ELA, Math, Science, PFT).

- a. students at Roosevelt School will show growth toward at or above grade level in ELA or Math or Science on benchmark assessments and CAASPP.
- b. 80% of all Roosevelt students will be physically fit and healthy based on the statewide Physical Fitness Test.

Identified Need

Support for Identified English Language Learners and identified special education students in ELA and Math. in ELA: EL subgroup is red, Spec. Ed. subgroup is 108.4 points below the standard. In Math EL subgroup is red. Spec. Ed. subgroup is 97.4 points below standard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, ELA	<p>Overall Color, Status & Change: yellow, 2.5 points below standard Declined 5 Points Number of Students: 317</p> <p>Above: *White Subgroup: green, 49 points above standard Declined 3.2 Points Number of Students: 145</p> <p>Near:</p> <p>Below: *EL Subgroup: red, 71.7 points below standard Declined 12.2 Points Number of Students: 91 *Hispanic Subgroup: orange, 52 points below standard Declined 5.9 Points</p>	<p>Overall Color, Status & Change: Increase 5 points or above the standard (yellow or green)</p> <p>Above: *White Subgroup: green, Increase 3.2 points above standard</p> <p>Near:</p> <p>Below: *EL Subgroup: Increase points by 10%</p> <p>*Hispanic Subgroup: Increase points by 10%</p> <p>*Low SES Subgroup: Increase points by 10%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Number of Students: 158</p> <p>*Low SES Subgroup: yellow, 51.7 points below standard</p> <p>Increased 3.4 Points</p> <p>Number of Students: 146</p>	
CA School Dashboard Academic Indicator, Math	<p>Overall Color, Status & Change:</p> <p>yellow, 17.6 points below standard</p> <p>Maintained 2 Points</p> <p>Above:</p> <p>*White Subgroup: 23.5 points above standard</p> <p>Declined 4.1 Points</p> <p>Near:</p> <p>Below:</p> <p>*EL Subgroup: 76.9 points below standard</p> <p>Maintained -0.6 Points</p> <p>*Reclassified Subgroup: 42.2 points below standard</p> <p>Maintained 1.6 Points</p> <p>*Hispanic Subgroup: 59.2 points below standard</p> <p>Increased 6.6 Points</p> <p>*Low SES Subgroup: 56 points below standard</p> <p>Increased 12.7 Points</p>	<p>Overall Color, Status & Change:</p> <p>Increase 5 points or above the standard (yellow or green)</p> <p>Above:</p> <p>*White Subgroup: green, Increase 4.1 points</p> <p>Near:</p> <p>Below:</p> <p>*EL Subgroup: Increase points by 10%</p> <p>*Hispanic Subgroup: Increase points by 10%</p> <p>*Low SES Subgroup: Increase points by 10%</p>
CA School Dashboard English Learner Progress Indicator	<p>Overall: 98.4 points below standard</p> <p>Maintained 2.6 Points</p> <p>Number of Students: 55</p> <p>Above:</p> <p>Near:</p> <p>Below:</p> <p>*EL subgroup: 71.7 points below standard</p> <p>Declined 12.2 Points</p> <p>Number of Students: 91</p>	<p>Overall: Decrease points below standard by 10%</p> <p>ELPAC:</p> <p>Increase students in levels 3 and 4 and decrease students in levels 1 and 2.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELPAC: Number of Students: 124 Level 4 - Well Developed - 37.9% Level 3 - Moderately Developed - 41.9% Level 2 - Somewhat Developed - 16.1% Level 1 - Beginning Stage - 4%	
Number and % of Long Term English Learners (LTEL)	Number: 9 Percentage:	Number: 5 or fewer Percentage:
% of Students that Met or Exceeded Science Standards (CAST)	Overall: Above: Near: Below:	Overall: We will establish a baseline based on the 2019 CAST results Above: Near: Below:
% of Students Reading at or Above Grade Level (As of mid-year) STAR Data	Overall: 50% Above: 101 students At: 100 students: Below: 184 students	Overall Color, Status & Change: Above: Near: Below:

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 are served by this strategy.

Strategy/Activity

Teacher PLC Block Wheel Schedule developed to allow time for analyzing data and planning: PE teacher partially funded by site to allow for the embedded PLC time.

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)

Target groups: All Students are served by this strategy.

Strategy/Activity

Curriculum Specialist supporting students by implementing the Fountas & Pinnell LLI, a research based systematic intervention program to those who are lower quartile students based on running records and benchmark assessments.

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)

5,000.00

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)

EL and Low SES students

Strategy/Activity

Newcomer Aides support students with English Language Development in small groups within the classroom under teacher direction.

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)

36,252.50

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 are served by this strategy.

Strategy/Activity

Professional Collaboration during special area block time

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 5

Students to be Served by this Strategy/Activity

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

All Students are served by this strategy.

Strategy/Activity

Testing Coordinator meets with families and the Reclassification team to decide on student supports and works with students and staff to ensure implementation of proper testing protocol and reporting/Office Support

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)

37,648.77

Lottery - 1100

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students are served by this strategy.

Strategy/Activity

Sub release is budgeted to give teachers time to plan with the Reading Coach using student evidence to drive the 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)

Source(s)

7,472.50

Supplemental/Concentration Grant - 0790

7,384.85

Site Categorical - 0899

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students are served by this strategy.

Strategy/Activity

AVID Conference to train teachers in using AVID strategies in classrooms to develop students' individual determination and collaboration.

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)
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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

RAP after school program supports students with homework.

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)
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students are served by this strategy.

Strategy/Activity

Developing a project based learning lab to support inquiry and hands on learning for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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

Instructional materials for reading workshop

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,500.00	

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.

Strategy 1:
A teacher PLC Block Wheel Schedule was developed to allow time for analyzing data and planning: PE teacher partially funded by site to allow for the embedded PLC time. Our intermediate grades 4-6 had a block wheel schedule which allowed 120 minutes of PLC time embedded into the school day. Grades T/K - 3 have an embedded time of 45 minutes three times a week. The intermediate teachers like that they can keep a systematic routine on the other four days apart from their block time while the T/K - 3 grade teachers appreciate having their students away from them a shorter amount of time a few days a week. The shorter time assists with Reading and Writing Workshop Models. Teachers are able to participate in a cycle of inquiry weekly using student evidence, assessment data and teacher observation to guide instruction and measure growth. We will continue using the strategy since we are currently showing growth on our benchmark assessment data and growth in our subgroups based on the Dashboard.

Strategy 2:
Tier 2 Systematic Intervention Implemented- Fountas & Pinnell LLI research-based, systematic intervention system was implemented in grades K-6. Students who were lower quartile, bottom 25%, were assessed using STAR and then referred to our curriculum specialists for another assessment (running record). Students who were below benchmark in reading (the bottom 4 in each classroom) were placed into small groups for targeted intervention based on their independent reading level. The small groups received intervention 4 days a week for 20 - 30 minutes a day. We have monitored growth by reading levels and have moved students out who are reading based on a running record of their independent reading level and we've incorporated those into the program who need the support. The intervention is fluid. This system has helped to streamline our Student Study Team process in that there were no systematic interventions in the past to list when students were struggling with Tier 1 instruction. We will continue with our Tier 2 intervention to support struggling readers who are below the grade level benchmark. We have seen progress measured by growth (entry levels and exit levels).

Strategy 3:
Professional Development & Conference Travel - Grades K-3 began professional development in readers workshop in 18-19 and continued with conversations around writer's workshop and grades 4-6 in their second year of writer's workshop ongoing professional development. We use student evidence and STAR Reading data to measure growth. There are no site funds linked to this goal. We will continue to focus on writing as our site implementation focus during our PLCs

Strategy 4:

Newcomer Aide Support- EL newcomers receive ELD support in the classroom in small group daily in grades K-1. Teachers monitor STAR Early Lit. Skills for growth and use classroom assessments to measure growth in ELD and content areas.

Strategy 5:

Sub Release for planning- Funds budgeted for teacher to take a half day out of the classroom to look at student evidence and plan instruction with the ELA Reading Coach. Teachers looked at the learning progressions, investigated reading and writing strategies to use for mini lessons based on student evidence and planned units. They improved their practice and used student evidence to drive instruction planning. Growth in STAR Reading is evident in the latest benchmark assessment. We will continue this strategy to improve our practice.

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

With one time Title 1 Funds, we created an after school EL program for our 2-6 grade students from January '19 through April '19 to support English Language Development. We had three separate groups and the student were grouped by EL level to maximize instruction. Classes worked on homework, reading and mathematical language skills as well as ELPAC practice sessions to prepare for the assessment. We will continue this strategy for 19-20 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.

Developing a project based learning lab to support inquiry and hands on learning for students.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Third grade subgroups will show 3% growth in all subgroups in Math and ELA on State assessment.

Identified Need

EL subgroup is in the red which is two colors below other subgroups in ELA and Math. We need to move students from Near the standard area to the Above the standard area. Start with kindergarten and having all kindergarteners at probable readers based on STAR data by the end of the school year and build in support to maintain reading levels through third grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results, STAR	53% of student met or exceeded standard in ELA 56% of student met or exceeded standard in Math	3rd grade overall will increase by 3% on ELA and Math on CAASPP.

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 are served by this strategy.

Strategy/Activity

PLC Embedded Collaboration Time

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 are served by this strategy.

Strategy/Activity

Instructional Materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students are served by this strategy.

Strategy/Activity

Literacy Partners Training to support in improving practice during readers and writers workshop.

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 4

Students to be Served by this Strategy/Activity

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

Students in the lower quartile on the STAR assessment

Strategy/Activity

Systematic Intervention Program: LLI

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 5

Students to be Served by this Strategy/Activity

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

EL, Special Ed., Low SES, lower quartile at risk students

Strategy/Activity

Training and personnel for Tier 3 intervention using dyslexia strategies and research based programs provided by trained personnel

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)

15,231.99

Source(s)

Site Categorical - 0899

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.

Strategy 1:

PLC Embedded Collaboration Time

A teacher PLC Block Wheel Schedule was developed to allow time for analyzing data and planning: PE teacher partially funded by site to allow for the embedded PLC time. Our intermediate grades 4-6 had a block wheel schedule which allowed 120 minutes of PLC time embedded into the school day. Grades T/K - 3 have an embedded time of 45 minutes three times a week. The intermediate teachers like that they can keep a systematic routine on the other four days apart from their block time while the T/K - 3 grade teachers appreciate having their students away from them a shorter amount of time a few days a week. The shorter time assists with Reading and Writing Workshop Models. Teachers are able to participate in a cycle of inquiry weekly using student evidence, assessment data and teacher observation to guide instruction and measure growth. We will continue using the strategy since we are currently showing growth on our benchmark assessment data and growth in our subgroups based on the Dashboard.

Strategy 2:

Instructional Material

Purchased lower shelves for readers workshop to support student need. We don't need to purchase more at this time, but we are monitoring our STAR data in which students have shown growth.

Strategy 3:

Systematic Intervention Program

Tier 2 Systematic Intervention Implemented- Fountas & Pinnell LLI research-based, systematic intervention system was implemented in grades K-6. Students who were lower quartile, bottom 25%, were assessed using STAR and then referred to our curriculum specialists for another assessment (running record). Students who were below benchmark in reading (the bottom 4 in each classroom) were placed into small groups for targeted intervention based on their independent reading level. The small groups received intervention 4 days a week for 20 - 30

minutes a day. We have monitored growth by reading levels and have moved students out who are reading based on a running record of their independent reading level and we've incorporated those into the program who need the support. The intervention is fluid. This system has helped to streamline our Student Study Team process in that there were no systematic interventions in the past to list when students were struggling with Tier 1 instruction. We will continue with our Tier 2 intervention to support struggling readers who are below the grade level benchmark. We have seen progress measured by growth (entry levels and exit levels).

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

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

Added Strategy: Kindergarteners will be reported on the STAR early literacy assessment as being probable readers at the end of 19-20 school year.

We will purchase some higher reading shelves to support student need at higher levels.

We are implementing a systematic Tier 3 intervention with support from our special education team.

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	\$8,198.00
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	\$231,189.00

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 (\$)
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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 (\$)
	\$20,500.00
Lottery - 1100	\$74,615.00
Restrict Lottery - 6300	\$2,700.00
Site Categorical - 0899	\$76,451.00
Supplemental/Concentration Grant - 0790	\$48,725.00
Title I - 3010	\$8,198.00

Subtotal of state or local funds included for this school: \$231,189.00

Total of federal, state, and/or local funds for this school: \$231,189.00

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Name of Members	Role
Ms. Christy Bazemore	Principal
Elise Schmidt	Other School Staff
Ashley Smith	Classroom Teacher
Sunny Godlis	Classroom Teacher
Catherine Young	Other School Staff
Lindsay Emmersen	Parent or Community Member
Hortencia Corral	Parent or Community Member
Yessenia Alvarez	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



Other: RAP Director

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 4/30/19.

Attested:



Principal, Christy L. Bazemore on 4/30/19



SSC Chairperson, on 4/30/19

Appendix G: School and Student Performance Data

Student Population

This section provides information about the school's student population.






2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
584	41.3%	22.4%	0.5%
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	131	22.4%
Foster Youth	3	0.5%
Homeless	46	7.9%
Socioeconomically Disadvantaged	241	41.3%
Students with Disabilities	54	9.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	2	0.3%
Asian	14	2.4%
Filipino	2	0.3%
Hispanic	273	46.7%
Two or More Races	5	0.9%
White	286	49.0%

Appendix G: School and Student Performance Data

























































Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

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 Performance for State Indicator							
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:











This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	1	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
 Yellow 2.5 points below standard Declined -5 points 317 students	 Red 71.7 points below standard Declined -12.2 points 91 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 39.9 points below standard 30 students	 Yellow 51.7 points below standard Increased 3.4 points 146 students	 No Performance Color 108.4 points below standard Declined -9.5 points 34 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Orange 52 points below standard Declined -5.9 points 158 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  Green 49 points above standard Declined -3.2 points 145 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 98.4 points below standard Maintained 2.6 points 55 students	Reclassified English Learners 31 points below standard Declined -18.3 points 36 students	English Only 25.5 points above standard Declined -4.9 points 223 students
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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:











This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 17.6 points below standard Maintained 2 points 317 students	English Learners  Orange 76.9 points below standard Maintained -0.6 points 91 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color 52.9 points below standard 30 students	Socioeconomically Disadvantaged  Yellow 56 points below standard Increased 12.7 points 146 students	Students with Disabilities  No Performance Color 97.4 points below standard Maintained -2.4 points 34 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Yellow 59.2 points below standard Increased 6.6 points 158 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  Green 23.5 points above standard Declined -4.1 points 145 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 99.6 points below standard Increased 5.4 points 55 students	Reclassified English Learners 42.2 points below standard Maintained 1.6 points 36 students	English Only 6.3 points above standard Maintained 0.3 points 223 students
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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	136	133	131	23	23	22
Fluent English Proficient (FEP)	43	42	37	7	7	6
Reclassified Fluent English Proficient (RFEP)	29	17	15	20	13	11

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.

Roosevelt Elementary School	2015-16	2016-17	2017-18
	Number (Rate) Reclassified	Number (Rate) Reclassified	Number (Rate) Reclassified
English Learners Reclassified	29 (19.6 %)	17 (12.5 %)	15 (11.3 %)

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.

Roosevelt Elementary School	2015-16	2016-17	2017-18
	Number	Number	Number
Long Term English Learners (6 + Years)	10	6	9
At Risk of Becoming LTEL (4-5 Years)	20	21	20

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
124	37.9%	41.9%	16.1%	4%

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:











This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	3	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 7.1% chronically absent Declined 2.3% 594 students	 Yellow 6.8% chronically absent Maintained 0.3% 133 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 8.7% chronically absent Increased 1.6% 46 students	 Green 7.6% chronically absent Declined 2.4% 263 students	 Green 4.7% chronically absent Declined 8.9% 64 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  No Performance Color 7.1% chronically absent Increased 0.5% 14 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic  Green 5.8% chronically absent Declined 5.3% 277 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Orange 8.6% chronically absent Increased 0.5% 290 students

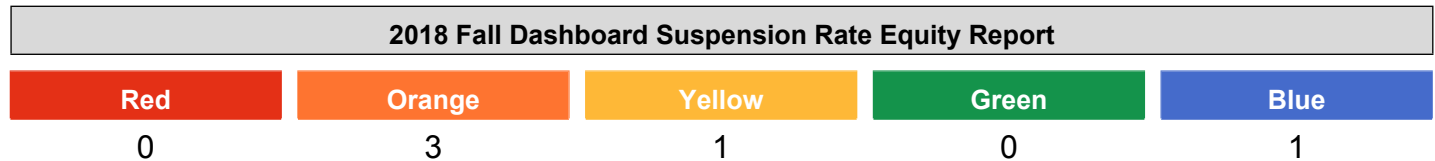
Appendix G: School and Student Performance Data

Conditions & Climate Suspension Rate







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











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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.5% suspended at least once Increased 0.8% 605 students	English Learners  Orange 2.2% suspended at least once Increased 1.5% 134 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 3 students
Homeless  No Performance Color 0% suspended at least once Maintained 0% 46 students	Socioeconomically Disadvantaged  Orange 1.5% suspended at least once Increased 0.3% 268 students	Students with Disabilities  Yellow 1.6% suspended at least once Maintained -0.1% 64 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 2 students	American Indian  No Performance Color Less than 11 Students - Data 2 students	Asian  No Performance Color 0% suspended at least once Maintained 0% 14 students	Filipino  No Performance Color Less than 11 Students - Data 2 students
Hispanic  Orange 2.8% suspended at least once Increased 2.1% 281 students	Two or More Races  No Performance Color Less than 11 Students - Data 7 students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least once Declined -0.7% 297 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.3% suspended at least once	0.7% suspended at least once	1.5% suspended at least once