School Year:  **2019-20**

# School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Santa Barbara Community Academy | 42-76786-6116875 | April 16, 2019 | May 21, 2019 |

## Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to articulate our school-wide goals that align with the district's LCAP. All school goals are directly related to and support the District LCAP goals 1, 2, 3, and 5.

# 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**

ELAC, PTA, SSC, and Staff were involved in a thorough analysis of both lag and lead data to evaluate the 2018-2019 SPSA and set goals and action steps for the 2019-2020 SPSA. The School Site Council reviewed the action steps of the 2018-2019 SPSA each month that we met. ELAC has received data presentations during the January and February ELAC meetings. PTA received a data presentation during the February PTA meeting. Staff have been participating in ongoing analysis of data throughout the year and were given a survey to provide feedback on 2018-2019 and hopes for 2019-2020.

# 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

SBCA will implement multi-cultural learning and culturally responsive teaching practices to ensure that all students have the opportunity to engage in high-level cognitive tasks and higher-order thinking to support academic success.

## Identified Need

SBCA is not very diverse in regards to race/ethnicity. 96% of students are Hispanic and 56% English Learners. While there is not a lot of diversity, there is a great need to make sure that we are implementing culturally responsive teaching practices that support and amplify our students' cultural backgrounds. Our reclassified students are the only sub group performing above standards in ELA on the SBAC, indicating a positive growth in ELA. As students are moving up the grades, they are getting closer and closer to meeting standards. We want to continue to bring in culturally relevant literature to students in order to support this trend.  In math, we are seeing the opposite and our reclassified students and Hispanic students are moving farther and farther away from meeting standards as students move up the grades. Providing students with more instruction in developing strong conceptual understanding and higher-order problem solving skills is vital to support our Hispanic, ELL and reclassified student groups. A focus on language routines in the math classroom is needed to support students' understanding. In addition, developing the habits of mind and practices of mathematicians is needed.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Staff Participation in Professional Learning around Cultural Proficiency | 100% participated in site based learning<br>0 staff members attended IEE | 100%<br>3 staff members attend IEE |
| CA School Dashboard Indicator ELL sub groups in Math | Current ELLs: 64.4 pts below standards, increased 40.2 pts<br>Reclassified: 32.4 pts below standard, declined 11.7 pts<br>English Only: 47.7 pts below standard, declined 3 pts | Current ELLs: 54.4 pts below standards, increase 10 pts<br>Reclassified: 22.4 pts below standard, increae 10 pts<br>English Only: 37.7 pts below standard, increase 10 pts |
| CA School Dashboard Indicator ELL sub groups in ELA | Current ELLs: 71.3 pts below standards, increased 27.7 pts<br>Reclassified: 17.3 pts above standard, increased 10.5 pts<br>English Only: 25.3 pts below standard, declined 7.5 pts | Current ELLs: 61.3 pts below standards, increase 10 pts<br>Reclassified: 27.3 pts above standard, increase 10 pts<br>English Only: 15.3 pts below standard, increase 10 pts |

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

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

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

All students

Strategy/Activity

Send teachers and principal to IEE to learn about one's cultural lens and understand one's implicit bias. Funding for subs from 1100- Lottery.

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

Amount(s)                                                    Source(s)

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

All Students

Strategy/Activity

School and Classroom Library provides books that are mirrors for students and depict diverse cultures and multiple perspectives. Funding from Restricted Lottery - 6300 and Instructional Materials 0893

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

Amount(s)                                                    Source(s)

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

All Students

Strategy/Activity

Use an observational tool and framework focused on equitable practices during structured collaborative conversations. No funding source.

**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

Strategy/Activity

Sub release time to support on-going professional learning around culturally responsive teaching practices and equity. Funding from Lottery.

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

Amount(s)                                                    Source(s)

# Annual Review

**SPSA Year Reviewed: 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.

While we have worked on this goal through various means, this is a goal that we are planning to continue and work on more intentionally during the 2019-2020 school year. There are some components of this goal that we have implemented and others that we have not. Funding our bilingual office assistant has proven to be invaluable in supporting communication with families, though it hasn't supported the goal of developing multi-cultural learning and culturally responsive instruction. Because of that, we will be moving this to goal 2. In regards to sending staff to the Institute for Equity in Education, as of the date of writing this analysis no new staff members have attended. There is a high chance that the principal will attend in June 2019, unless she needs to lead staff through redesign efforts during the same week IEE is offered. In regards to providing our students with more multi-cultural reading materials, we successfully have purchased both books that provide mirrors for our students and also Spanish and bilingual books to support our students who read fluently in Spanish. This has created more inclusivity for all our students and most notably our limited English speakers during reading workshop. Another area that has proven successful in supporting students has been our work with our math TOSA in which we have focused on

mathematical discourse and some math language routines, most notably Number Talks. When looking at STAR 360 data in reading for 2018-2019, every grade has seen greater growth in their Lexile scores compared to the 2017-2018 school year. A similar pattern is seen with subgroups of our ELLs and our students who have been reclassified. According to CAASPP data displayed on the CA School Dashboard, our English Language Learners made the most growth of any of our subgroups last year and our reclassified students were the only sub group to meet ELA targets. As we compare the STAR data from this year to last year, we are hoping for even better results with these two sub groups and all our students. When looking at our STAR Math scores, we also see more growth overall during the 2018-2019 school year than 2017-2018 school year, though there is more fluctuation between grade levels. While there are some grade levels that have not seen as much growth, every grade level is scoring at a higher average level compared to the 2017-2018 school year, with the exception of 5th grade that is relatively the same. While we are seeing greater overall growth in reading and in math for all subgroups, we want to continue to develop culturally responsive teaching practices, as specific professional learning in this area did not occur as of the date of writing this analysis.

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

There were not any major differences between the intended implementation and/or budgeted expenditures to implement the strategies 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.

We will be moving our action of hiring a bilingual office assistant to Goal 2 of the SPSA. Another change is that we will use a new metric: number of staff attending Implicit bias training. While the work we are doing with writing and reading workshop and math include culturally responsive teaching practices, we will be moving those strategies to reside only within Goal 3. Lastly we are moving our metric of % in VAPA to Goal 2 as it relates more to student engagement than cultural proficiency.

# 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

SBCA will encourage students and families to be active participants in school events, provide parent education to support student learning, and decrease chronic absenteeism by 2%.

### Identified Need

The greatest areas of need that have been identified are creating a sense of belonging for students at school. With only 47% of our 5th and 6th graders feeling a high sense of connectedness, this is an area that we must focus on. In addition, we need to continue to develop our students' perception of a sense of safety at school.  In regards to parents, an area of need is increasing the number of parents participating on school committees and volunteering at the school.  Lastly, chronic absenteeism continues to be a need, though we are seeing significant growth in this area.

### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| % of Students with a High Sense of Safety at School<br><br>Note: For all metrics, as applicable, the overall rate will be listed, as well as:<br><br>a) the groups that fall 2% points above, within, and below the overall %,<br><br>OR<br><br>b) the groups for which there is a 2-color rating difference on the CA School Dashboard | Overall: 72% | Overall: 80% |
| % of Students with a High Sense of Connectedness to School | Overall: 47% | Overall: 60% |
| CA School Dashboard Chronic Absenteeism Rate | Overall Color, Status & Change: Orange, 9.7%, increase .5%<br>Above: ELLs 11.4%, declined .7% (Yellow) | Overall Color, Status & Change: Green 6.7%, declined 3%<br>Above:<br>Near: ELLs 7.2% declined 4.2% (Green), Hispanic 6% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | Near: Hispanic 9%, declined .6% (Green), SED 8.4%, declined 1.6% (Green) | declined 3% (Green), SED 6.4% declined 2% (Green)<br><br>*Projection for Fall 2019 CA School Dashboard results, based on current 18-19 lead data, see next metric |
| Chronic Absenteeism, Mid-year | Overall: 8.6%, declined 2.7%<br>Above: None<br>Near: ELL 9%, Hispanic 7.9%, SED 8.5%<br>Below: None | Overall Color, Status & Change: 6.6%<br>Above: None<br>Near: ELL 7%, Hispanic 5.9%, SED 6.5%<br>Below: None |
| CA School Dashboard Suspension Indicator | Overall Color, Status & Change: Yellow, 1.8%, maintained<br>Near: English Learners 1.2%, declined 1.2% (green), Socioeconomically Disadvantaged 1.3%, declined .8% (green), Hispanic 1.8%, maintained (yellow) | Overall Color, Status & Change: Green, .9%, declined .9%<br>Near: English Learners 0%, declined 1.2% (green), Socioeconomically Disadvantaged 1%, declined .3% (green), Hispanic 9%, declined .9% (green)<br><br>*Projection for Fall 2019 CA School Dashboard results, based on current 18-19 lead data, see next metric |
| Suspension Rate, Mid-year | Overall: .89%<br>Above: None<br>Near: Hispanic .9%, SED 1%<br>Below: None | Overall: .89<br>Above: None<br>Near: Hispanic .9%, SED 1%<br>Below: None |
| % of Parents Responding to the California School Parent Survey | Overall: 34% | Overall: 35% |
| % of Parents that Agree or Strongly Agree that:<br><br>• this school allows input and welcomes parents' contributions<br><br>• this school actively seeks the input of | Overall: 97%<br>Strongly Agree: 76%<br>Agree: 21%<br><br><br>Overall: 95%<br>Strongly Agree: 49%<br>Agree: 46% | Overall: 97%<br>Strongly Agree: 80%<br>Agree: 17%<br><br><br>Overall: 95%<br>Strongly Agree: 59%<br>Agree: 36% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| parents before making important decisions | | |
| % of Parents that:<br><br>• served on a school committee<br><br>• attended a general school meeting, for example, an open house, or a back-to-school night<br><br>• attended a school or class event, such as a play, dance, sports event, or science fair<br><br>• served as a volunteer in this child's classroom or elsewhere in the school<br><br>• went to a regularly scheduled parent-teacher conference with the child's teacher]] | Overall: 34%<br><br>Overall: 94%<br><br>Overall: 88%<br><br>Overall: 76%<br><br>Overall: 96% | Overall: 44%<br><br>Overall: 95%<br><br>Overall: 90%<br><br>Overall: 78%%<br><br>Overall: 98% |
| % of students enrolled in VAPA courses | Overall: 100% | Overall: 100% |

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

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

All Students

Strategy/Activity

Develop a Cross Grade Mediation Program and conflict resolution program to support respectful student behaviors and empower students. Funded by Lottery- 1100.

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

Amount(s)                                          Source(s)

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

All Students

Strategy/Activity

Yard supervision before school, recess, and lunch. Funded by Site Categorical - 0899.

**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)

SED

Strategy/Activity

Parent Education to support student academics

**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)

598                                                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

Strategy/Activity

Monthly Social- Emotional Parent Workshops with CALM counselor and SBCA teacher. Funded by Lottery - 1100.

**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

Strategy/Activity

Bilingual Office Assistant to support attendance, community agency referrals and interpretation/translation. Funded by Site Categorical - 0899

**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

Student Leadership group to plan events and activities to support a positive school climate. Funding Lottery 1100.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)                                        Source(s)

# Strategy/Activity 7
**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Assemblies and field trips to provide enriching opportunities for students and build student awareness and purpose for school. Funded by Donations and PTA.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)                                              Source(s)

## Strategy/Activity 8

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

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

All Students

Strategy/Activity

Implement daily mindfulness using inner explorer or other program to be determined after May 2019 pilot. Funded by donations.

**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 9

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

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

All Students

Strategy/Activity

Design Weeks 4 times per year to promote student engagement and project based learning. This is connected to Goal 3 action steps and funding is allocated in Goal 3.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)                                              Source(s)

# Annual Review

**SPSA Year Reviewed: 2018-19**

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

# ANALYSIS

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

The overall implementation of goal 2 strategies and activities has been relatively strong. We have been able to implement most strategies or a modified version of the strategies. Parent communication has been consistent and timely and all correspondences have been either interpreted or translated. Our Seesaw implementation was not consistent and thus not as effective as hoped because we did not get enough parents sign up. The parents that did sign up, loved it and would like to see it continue or something similar to it. As indicated by parent sign in sheets, our ELAC membership and SSC membership has remained strong.  Our PTA overall membership has increased, but it is still an area to improve on. We offered more family events this year including Back-to-School Night, Open House, Science Night and some celebrations that are still to come including Cinco de Mayo and Pancake Breakfast. All the events were well attended, two of them being brand new events. In addition, more parent education and empowerment courses have been offered including Latino Family Literacy Project, Parent Partnership, Cyber Security presentation, and in April we will be starting dinners to discuss behavioral and social-emotional concerns with families. While we have made some growth with supporting parents, this is still an area we need to focus on especially with technology and social-emotional learning. In regards to student engagement, this is a major goal for us in the 2019-2020 school year. We have put a lot of effort into working with families to explaining the importance of attending school and because of this our chronic absentee rate as of the date of this write up has decreased by 3%. Based on my calculated projections,  there is a possibility that we could decrease chronic absenteeism by about 4% by the end of the year if we continue to meet with and target specific students. This year, we have explored ways to change our school day to allow for more projects and relevant learning opportunities for students and engaged teachers in professional learning regarding social-emotional learning and trauma informed practices. We have brought in various pilots to try including morning meeting guides and mindfulness practices. We also started a student leadership program and are looking for how we can strengthen the program for next year. We have not been able to start a peer mediation program, but are developing a plan for how we can begin this during the 2019-2020 school year. We are starting to see some growth in this area through the things we have tried, but formal and intentional school-wide implementation will be occurring next school year. While our suspension rate to this date has decreased compared to last year, our data regarding student connectedness has also decreased slightly. This demonstrates a need for continued work on developing relevant and meaningful educational experiences for our students.

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

There were not any major differences between the intended implementation and/or budgeted expenditures to meet the goal.  Some minor differences were that we did not do the grade level performances/parent education nights due to teachers being overwhelmed by all the other shifts that were happening with instruction. We still need to figure out a way to bring in even more parents to our family learning events, so this could be something we continue to try next 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.

The goal should remain relatively the same, but since chronic absenteeism has decreased significantly, our goal of % decrease will be lowered. We are exploring if there is another online support other than Seesaw to bridge the home-school connection, or develop a better way of helping parents to download the app to their phones and get connected. Instead of only increasing participation at school events, we want to increase parent participation on school committees. To

support this, we will need to look at committees parents might be able to do at home or in the evenings since many parents work. There will also be more strategies to support student connectedness and social-emotional learning as compared to this year and we will add in a student perception survey focused on social-emotional competencies. We will also not be funding our FSA family advocate for 1 day per week due to data of the number of parents using that support. Instead that funding will support our extended day. Referrals to community agencies and family support will be included with our office assistant, counselor, and nurse who are doing a lot of this work anyway. Lastly, we will be implementing Design Weeks as a way to provide students with more meaningful projects to try to improve how connected they feel to school.

# 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

By June 2020, all grade levels will show a 5% growth as measured by the ELA and Math Smarter Balanced Assessment and a 10% growth in students reading at or above the grade level Lexile band as measured through Star Reading and a 10% growth in students meeting Math Grade Level Expectations as measured through STAR MATH.

By April 2019, 100% of site teachers will a provide Math Tier II intervention that is data-driven, goal oriented, and meets specific student needs.

## Identified Need

While SBCA is making growth, we still have significant needs in both ELA and Math. We have seen more growth in ELA due to reading and writing workshop and an implementation of a targeted support time during the school day, but need to make much more growth in math. As students are progressing through the grades, math scores are moving farther and farther away from meeting standards unlike ELA in which we are closing the gap. Because of this, we need to identify some extra supports for teacher professional learning in math to support students' development of conceptual understanding, mathematical habits of mind, and mathematical practices to support higher-order thinking skills.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CA School Dashboard Academic Indicator, ELA<br><br>Note: For all metrics, as applicable, the overall rate will be listed as well as:<br><br>a) the groups that fall 2% points above, within, and below the overall %, OR<br><br>b) the groups for which there is a 2-or more color rating difference on the CA School Dashboard | Overall Color, Status & Change: Yellow, 29.5 pts below, increase by 10.4 pts<br>Near: ELLs: 30 points below standard, Increased 15.7 Points; Hispanic: 31.9 points below standard, Increased 8.6 Points; SED: 34.1 points below standard, Increased 10.2 Points<br>Below: 86.6 points below standard, Increased 68 Points | Overall Color, Status & Change: Yellow, 19 pts below, increase by 10.5 pts<br>Near: ELLS, Hispanic, and SED Increase by 10.5 pts<br>Below: SPED 76.1 points below, increase by 10.5 pts.<br><br>*Projection for Fall 2019 CA School Dashboard results, based on current 18-19 lead data, see next metric. |
| % of Students Reading at or Above Grade Level (As of mid-year) | Overall: 41%<br>Above: 12%<br>At: 29% | Overall: 51%<br>Above: 22%<br>Near: 29% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | Below: 59% | Below: 49% |
| CA School Dashboard English Learner Progress Indicator (% of English Learners that scored at each level via ELPAC) | Level 4: 38.1%<br>Level 3: 38.1%<br>Level 2:16.5%<br>Level 1: 7.2% | Level 4: 38.1%<br>Level 3: 38.1%<br>Level 2: 16.5%<br>Level 1: 7.2% |
| Number and % of Long Term English Learners (LTEL) | Number: 5<br>Percentage: 1.6% | Number: 4<br>Percentage:1.8% |
| % of Students that Met or Exceeded Science Standards (CAST) | Overall: No Scores | Overall: This will be baseline data |
| CA School Dashboard Academic Indicator, Math | Overall Color, Status & Change: Yellow, 49.2 pts below, increased 9.9 pts<br>Near: ELLS: 49.6 points below standard, Increased 13.4 Points; Hispanic: 49.6 points below standard, Increased 10 Points; SED: 51.1 points below standard, Increased 10.2 Points<br>Below: SPED 81.8 points below standard, Increased 105.4 Points | Overall Color, Status & Change: Yellow, 34.2 pts below, increase by 15 pts<br>Near: ELLS, Hispanic, and SED increase by 15 pts.<br>Below: SPED: 65.8, Increase by 15 pts<br><br>*Projection for Fall 2019 CA School Dashboard results, based on current 18-19 lead data, see next metric. |
| % of Students at Grade Equivalency based on Star Math (As of mid-year) | Overall: 34%<br>Above: 6%<br>At: 28%<br>Near: 39%<br>Below 27% | Overall: 44%<br>Above:11%%<br>At:33%<br>Near:39%<br>Below: 17% |

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

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

All Students

Strategy/Activity

Teachers will meet 4 weeks per year in 6 week cycles to analyze students data and design integrated units based on need. They will also meet 1 day per week to refine their implementation

of the planned instructional design while students are with PE/STEAM teacher and instructional aide. PE Teacher Funded through District LCAP. Aide funded through Lottery - 1100.

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

Amount(s)                                          Source(s)

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

All Students

Strategy/Activity

Continue to refine and improve a targeted intervention/enrichment time at all grade levels in which students are grouped by needs and provided targeted supports during 6 week cycles and support extended day for K and 4th-6th.

**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)

31893                                             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)

4th-6th Grade Students

Strategy/Activity

Provide an extended day for 4th-6th to provide more time for students to engage in higher-order thinking and collaborative group work. Additional Funding through donations.

**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)

4513                                              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)

ELLs

**Strategy/Activity**

Instructional Aide to support ELLs who are at a proficiency level of 1.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 3000 | Title I - 3010 |

## Strategy/Activity 5

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

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

All students

**Strategy/Activity**

All K-6th grade teachers will implement Writing and Reading Workshop and be supported with ongoing professional learning by SBUSD literacy coach. This is supported through district LCAP.

**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**

Instructional Materials to support Reading and Writing Workshop and STEAM. Funded by Lottery - 1100 and Instructional Materials - 0823

**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 with a focus on SED

Strategy/Activity

Professional learning for teachers to support the ongoing school site focus of structured collaborative conversations, balanced literacy and STEAM. Also funded through Lottery- 1100.

**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) |
|---|---|
| 760 | Title I - 3010 |

## Strategy/Activity 8
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will work with the Math ISS to continue to shift their instruction, engage students in the Standards for Mathematical Practices, and structured collaborative conversations. Funding through District.

**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 9
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase Lexia to support foundational reading skills to be used in tier 1 and tier 2. Funded by Lottery - 1100.

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

Amount(s)                                           Source(s)

# Annual Review

**SPSA Year Reviewed: 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.

Overall, we have been able to implement every strategy/activity that was identified for this goal. The strategies that we have implemented include reading/writing workshop, curriculum specialist to support a targeted support time, work with the math TOSA and literacy coach, conferences and professional learning, instructional aide support, and focused collaboration time during PLCs in which teachers are going through the cycle of continuous improvement has proven effective. In addition, we have met our target of 100% of teachers delivering a tier 2 targeted ELA intervention in all grades. Our students receiving special education services made tremendous growth last year increasing ELA scores by 105.4 pts and in math 68.5 pts. This is an area we hope will continue to increase. Our mid year reading scores have both increased by overall Lexile in all grades and overall growth in all grades. 41% of students school -wide are at or above grade level Lexile band compared to the 2017-2018 school year in which 31% of students were at or above grade level Lexile band. We have seen a 10% decrease of students below grade level and a 10% increase of students above grade level.  In math, our mid year grade equivalency on the STAR Math has increased by 9%. In 2018-2019 we have 34% of students on or above grade level based on that measure and in 2017-2018 we had 25% of students on or above grade level.  Due to this data, we believe the instructional strategies and activities we have implemented are making a difference and could possibly meet the goal of increasing SBAC scores by 10%, though I think an increase of 5% might be more realistic.

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

There were no major differences between the intended implementation and/or budgeted expenditures other than we did not hire an curriculum specialist and start target time until the 2nd term due to hiring difficulties because of the year round calendar.

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 most likely change the annual outcome to reflect a lower percentage of change.  While we still have long way to go and need to continue to make large gains, a 10% growth goal might not be realistic. Some changes in strategies will be creating an extended day for 4th-6th grade.  Another change will be having 6-7 week core learning cycles, with a design week in between for teachers to analyze data and determine next steps. Another change that will be noted is an increased emphasis in science and technology, in addition to determining metrics to demonstrate growth in that area.

# 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

Develop a robust kindergarten program that supports students' development in meeting California content standards and social-emotional learning.

## Identified Need

We did not have a kindergarten this year, so our new baseline will be next year.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| KSEP | No Baseline | |
| STAR Early Lit | No Baseline | |

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 Kindergarten Students

Strategy/Activity

Extend the day to provide additional experiences to support social-emotional learning and academic play. Funded by site-categorical 0899.

### 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 with a focus on SED/ELL

Strategy/Activity

Instructional aide to support kindergarten students in the class.

## 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) |
|---|---|
| 3247 | Title I - 3010 |

# 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.

We did not have kindergarten this year, so the overall implementation of strategies was focused on strengthening 1st-3rd grade instruction. The analysis of this goal can be seen under Goal 3.

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

There were no major difference between the intended implementation and/or budgeted expenditures 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.

During the 2018-2019 School year, we did not have a K and at the time when the 2018-2019 SPSA was written the school was going to close over the next several years. As of May 2018, the school has been working to redesign and grow the school and so the goal will change to develop a robust kindergarten program that supports students development in ELA, math, science, and social-emotional learning. Metrics will include the KSEP, Star Early Literacy, DESSA, and a math assessment. All strategies will be new and will include reading/writing workshop, comprehensive phonics instruction, explicit and infused instruction in social-emotional learning, extended day, extra art, music, and PE during the 1st 3 weeks of school instead of sending students home during the district minimum days, and 4 Design Weeks per year focused on STEAM. The changes will be found under this goal.

# 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 | $7,605.00 |
| 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 | $44,011.00 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
|---|---|

Subtotal of additional federal funds included for this school: $

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

| State or Local Programs | Allocation ($) |
|---|---|
| Supplemental/Concentration Grant - 0790 | $36,406.00 |
| Title I - 3010 | $7,605.00 |

Subtotal of state or local funds included for this school: $44,011.00

Total of federal, state, and/or local funds for this school: $44,011.00

# Instructions

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

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

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

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

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

# Instructions: Linked Table of Contents

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

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

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

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

# Purpose and Description

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

## Purpose

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

## Description

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

# Stakeholder Involvement

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

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

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

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

# Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

# Students to be Served by this Strategy/Activity

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

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

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

# Proposed Expenditures for this Strategy/Activity

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

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

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

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

# Annual Review

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

# Analysis

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

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

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

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

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

# Budget Summary

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

## Budget Summary

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

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

### Requirements for the Plan

II.  The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Appendix B:

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

## Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

# Appendix D: School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Sunnie Rich | Other School Staff |
| Jennifer Capshaw | Classroom Teacher |
| Fatima Limon | Parent or Community Member |
| Monica Rosas | Parent or Community Member |
| Agustin Nolasco | Parent or Community Member |
| Griselda Villalpando | Parent or Community Member |
| Tamara Montag | Classroom Teacher |
| Anna Scharfeld | Principal |
| Courtney Narine | Classroom Teacher |
| Monica Castrejon | 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 |

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 April 16, 2019.

Attested:

| | |
|---|---|
| | Principal, Ms. Anna Scharfeld on April 16, 2019 |
| | SSC Chairperson, Ms. Sunny Rich on April 16, 2019 |

# 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** |
| **270** | **81.1%** | **55.9%** | This is the percent of students whose well-being is the responsibility of a court. |
| 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. | |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 151 | 55.9% |
| **Homeless** | 54 | 20.0% |
| **Socioeconomically Disadvantaged** | 219 | 81.1% |
| **Students with Disabilities** | 17 | 6.3% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 2 | 0.7% |
| **Asian** | 2 | 0.7% |
| **Hispanic** | 258 | 95.6% |
| **White** | 7 | 2.6% |

# Appendix G: School and Student Performance Data

## Overall Performance

| 2018 Fall Dashboard Overall Performance for All Students |
|---|

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|

**Academic Performance**

**English Language Arts**

Yellow

**Mathematics**

Yellow

**English Learner Progress**

No Performance Color

**Academic Engagement**

**Chronic Absenteeism**

Orange

**Conditions & Climate**

**Suspension Rate**

Yellow

# Appendix G: School and Student Performance Data

## Student Group Report

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

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

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

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

# Appendix G: School and Student Performance Data

## Academic Performance
### English Language Arts

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

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

This section provides number of student groups in each color.

### 2018 Fall Dashboard English Language Arts Equity Report

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 0 | 0 | 3 | 0 | 0 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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 | Yellow | No Performance Color |
| 29.5 points below standard | 30 points below standard | 0 Students |
| Increased 10.4 points | Increased 15.7 points | |
| 160 students | 133 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Yellow | No Performance Color |
| 29 points below standard | 34.1 points below standard | 86.6 points below standard |
| 31 students | Increased 10.2 points | Increased 68 points |
| | 137 students | 17 students |

| 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 0 Students | 0 Students |
| 1 students | | | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | No Performance Color | No Performance Color | No Performance Color |
| 31.9 points below standard | 0 Students | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 8.6 points | | | 5 students |
| 153 students | | | |

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

| 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 71.3 points below standard | 17.3 points above standard | 25 points below standard |
| Increased 27.7 points | Increased 10.5 points | Declined -7.5 points |
| 71 students | 62 students | 25 students |

# Appendix G: School and Student Performance Data

## Academic Performance
### Mathematics

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

Lowest Performance    Red    Orange    Yellow    Green    Blue    Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 3 | 0 | 0 |

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

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Yellow | No Performance Color |
| 49.2 points below standard | 49.6 points below standard | 0 Students |
| Increased 9.9 points | Increased 13.4 points | |
| 159 students | 132 students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Yellow | No Performance Color |
| 42.5 points below standard | 51.1 points below standard | 81.8 points below standard |
| 31 students | Increased 10.2 points | Increased 105.4 points |
| | 136 students | 17 students |

## 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 0 Students | 0 Students |
| 1 students | | | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow | No Performance Color | No Performance Color | No Performance Color |
| 49.6 points below standard | 0 Students | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 10 points | | | 5 students |
| 152 students | | | |

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

## 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 64.4 points below standard | 32.4 points below standard | 47.7 points below standard |
| Increased | Declined -11.7 points | Declined -3 points |
| 40.2 points | | |
| 71 students | 61 students | 25 students |

# Appendix G: School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **2015-16** | **2016-17** | **2017-18** | **2015-16** | **2016-17** | **2017-18** |
| **English Learners** | 177 | 181 | 151 | 60 | 59 | 56 |
| **Fluent English Proficient (FEP)** | 29 | 62 | 64 | 10 | 20 | 24 |
| **Reclassified Fluent English Proficient (RFEP)** | 25 | 35 | 37 | 14 | 20 | 20 |

**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.**

| **Santa Barbara Community Academy** | **2015-16** | **2016-17** | **2017-18** |
|---|---|---|---|
| | **Number (Rate) Reclassified** | **Number (Rate) Reclassified** | **Number (Rate) Reclassified** |
| English Learners Reclassified | 25 ( 13.7 %) | 35 ( 19.8 %) | 37 ( 20.4 %) |

**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.**

| **Santa Barbara Community Academy** | **2015-16** | **2016-17** | **2017-18** |
|---|---|---|---|
| | **Number** | **Number** | **Number** |
| Long Term English Learners (6 + Years) | 3 | 13 | 5 |
| At Risk of Becoming LTEL (4-5 Years) | 25 | 33 | 18 |

# 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** |
| 139 | 38.1% | 38.1% | 16.5% | 7.2% |

# Appendix G: School and Student Performance Data

## Academic Performance
### College/Career

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

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

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

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

| 2018 Fall Dashboard College/Career for All Students/Student Group |
|---|

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

| 2018 Fall Dashboard College/Career by Race/Ethnicity |
|---|

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

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

| 2018 Fall Dashboard College/Career 3-Year Performance |
|---|

| Class of 2016 | Class of 2017 | Class of 2018 |
|---|---|---|
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

# Appendix G: School and Student Performance Data

## Academic Engagement
### Chronic Absenteeism

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

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

This section provides number of student groups in each color.

| 2018 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 1 | 2 | 0 |
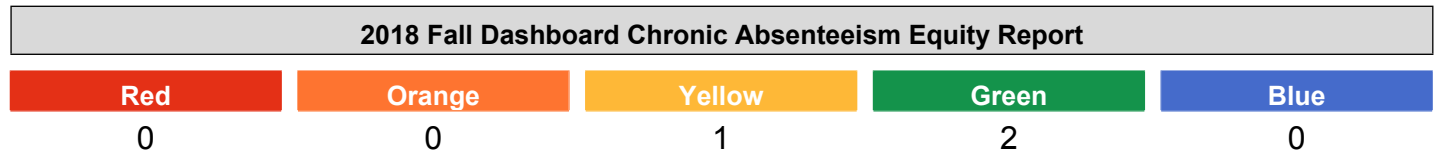
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Orange | Yellow | No Performance Color |
| 9.7% chronically absent | 11.4% chronically absent | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 0.5% | Declined 0.7% | 0 students |
| 277 students | 158 students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Green | No Performance Color |
| 8.9% chronically absent | 8.4% chronically absent | 12% chronically absent |
| 56 students | Declined 1.6% | Increased 4.3% |
| | 226 students | 25 students |

| 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| 2 students | 0 students | 1 students | 0 students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | No Performance Color |
| 9% chronically absent | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| Declined 0.6% | 1 students | 0 students | 7 students |
| 266 students | | | |

# Appendix G: School and Student Performance Data

## Academic Engagement
### Graduation Rate

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

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

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

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

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group |
|---|

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

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity |
|---|

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

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

| 2018 Fall Dashboard Graduation Rate by Year |
|---|

| 2017 | 2018 |
|---|---|

# Appendix G: School and Student Performance Data

## Conditions & Climate
### Suspension Rate

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

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

This section provides number of student groups in each color.

### 2018 Fall Dashboard Suspension Rate Equity Report

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 1 | 2 | 0 |
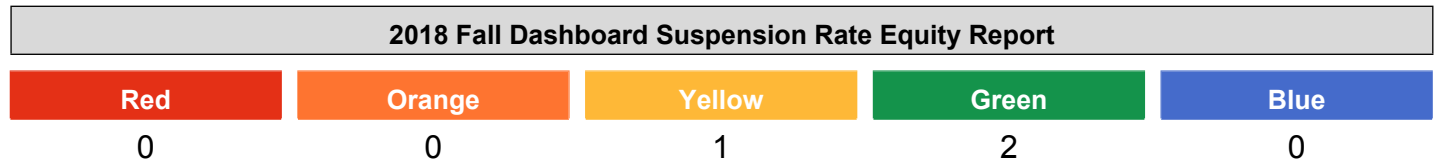
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

### 2018 Fall Dashboard Suspension Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Green | No Performance Color |
| 1.8% suspended at least once | 1.2% suspended at least once | 0 Students |
| Maintained -0.1% | Declined -1.3% | |
| 284 students | 162 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Green | No Performance Color |
| 0% suspended at least once | 1.3% suspended at least once | 0% suspended at least once |
| 56 students | Declined -0.8% | Declined -7.7% |
| | 228 students | 26 students |

## 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data | 0 Students | Less than 11 Students - Data | 0 Students |
| 3 students | | 2 students | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow | No Performance Color | No Performance Color | No Performance Color |
| 1.8% suspended at least once | Less than 11 Students - Data | 0 Students | Less than 11 Students - Data |
| Maintained -0.1% | 1 students | | 7 students |
| 271 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 | 1.8% suspended at least once | 1.8% suspended at least once |

# Appendix G: School and Student Performance Data

## Annual Attendance

**The source of this data is the District student information system's student attendance records.**

### Annual Attendance Rate (P-2)

| | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Santa Barbara Community Academy | 95.3% | 94.9% | |

**Chronic Absenteeism Indicator**
The data for the chronic absenteeism indicator comes from the most recent CA School Dashboard. For more detailed results, please go to https://www.caschooldashboard.org. For a description of the data used by CDE for the Dashboard indicators, please go to https://www.cde.ca.gov/ta/ac/cm/ and view the Resources tab.

| Chronic Absenteeism Rates | | | |
|---|---|---|---|
| **Student Subgroup** | **2015-16** | **2016-17** | **2017-18** |
| **African American** | (not available from CDE) | *% | % |
| **Asian** | (not available from CDE) | % | % |
| **Hispanic or Latino** | (not available from CDE) | 9.5% | % |
| **White** | (not available from CDE) | *% | % |
| **English Learners** | (not available from CDE) | 12.0% | % |
| **Students with Disabilities** | (not available from CDE) | 7.7% | % |
| **Socioeconomically** | (not available from CDE) | 9.8% | % |
| **Foster Youth** | (not available from CDE) | % | % |
| **Homeless Youth** | (not available from CDE) | *% | % |
| **Total** | (not available from CDE) | 9.1% | % |