

School Year: 2020-21



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stonegate Elementary	57726940114710	09/27/2018	12/10/2020

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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 focus of our plan is to provide equity in student outcomes through targeting resources to underachieving, English learners, low social economic students, and foster youth through the alignment of ESSA requirements and the Local Control Accountability Plan.

The school's plan for effectively meeting the ESSA requirement in alignment with the Local Control and Accountability Plan include:

1. 21st Century Skills - Emphasis on implementation of AVID strategies schoolwide.
2. Educational Outcomes - Focus on increasing achievement on Pre and Post assessments resulting in an increase in academic achievement.
3. High Quality Teaching & Learning - Teacher collaboration (Professional Learning Communities) on rigorous curriculum and design.
4. School Climate - Focus on implementing Positive Behavioral Interventions and Supports.

5. Community Engagement - Set aside time to collaborate with parents to help increase student achievement and success (Student Study Team, Individualized Educational Plans, 504 Plans, etc.)

Each and every student at Stonegate will be college and career ready.

Stonegate uses the results of the SBAC/CAASPP, and Standards Aligned Learning (SALs) Pre and Post Assessments to examine curriculum being taught and help determine future needs and spending of financial resources. The results are reviewed, suggestions for improvement are made and modifications take place when necessary. The Illuminate program has been implemented and instructors are using it to analyze and modify instruction as necessary.

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

The purpose of this plan is to address needs identified on the California Data Dashboard and meet requirements for Schoolwide Program and Comprehensive Support and Improvement.

Table of Contents

- SPSA Title Page 1
- Purpose and Description 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 5
 - Analysis of Current Instructional Program 5
- Stakeholder Involvement 9
- Resource Inequities 10
- School and Student Performance Data 11
 - Student Enrollment 11
 - CAASPP Results 13
 - ELPAC Results 17
 - Student Population..... 21
 - Overall Performance 22
 - Academic Performance 23
 - Academic Engagement..... 28
 - Conditions & Climate 30
- Goals, Strategies, & Proposed Expenditures 32
 - Goal 1 32
 - Goal 2 39
 - Goal 3 44
 - Goal 4 49
 - Goal 5 55
- Budget Summary 60
 - Budget Summary 60
 - Other Federal, State, and Local Funds 60
- Budgeted Funds and Expenditures in this Plan 61
 - Funds Budgeted to the School by Funding Source 61
 - Expenditures by Funding Source 61
 - Expenditures by Budget Reference 61
 - Expenditures by Budget Reference and Funding Source 61
 - Expenditures by Goal..... 62
- School Site Council Membership 63
- Recommendations and Assurances 64

Instructions 65

- Instructions: Linked Table of Contents 65
- Purpose and Description 66
- Stakeholder Involvement 66
- Resource Inequities 66

Goals, Strategies, Expenditures, & Annual Review 67

- Annual Review 68
- Budget Summary 69
- Appendix A: Plan Requirements..... 71
- Appendix B: 74
- Appendix C: Select State and Federal Programs 76

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Needs Assessment survey on Goals, Technology Survey to provide Chromebooks or Hotspots for virtual learning.

Classroom Observations

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

Daily classroom observations held by administration for anywhere from ten to twenty minutes at a time. Teachers receive written or email feedback with what was observed during classroom visit. Every staff member can expect an administrator visiting their classroom at least once during a two week period.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

District and site educational leaders analyze state assessment data to determine student, staff and site needs around professional development, intervention, and resource allocations. Results are used to identify achievement gaps among subgroups and to determine how to close them so that all students graduate ready for college or career.

Site leadership provides opportunities for teacher to analyze assessment data in order to refine instruction, set up support classes/intervention, and collaborate on effective instructional strategies during regularly scheduled MTSS and PLC meetings. Students needing additional academic support are identified and monitored.

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

On-going local assessments, including curriculum embedded benchmarks, writing prompts and EL Progress Monitoring, are given at the grade level and subject area level to monitor student progress toward meeting CA State Standards. Site administration and teachers review assessment data on a regular basis to make informed decisions on adjusting instructional practice and student learning. Monthly collaborative meetings take place to review local assessment data and prepare plans to modify and adjust instructional practice based on student needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Site administration collaborates with the district Human Resources department in ensuring that newly hired teachers are highly qualified and will meet the needs of the school site. Site principal ensures that beginning teachers are enrolled in the district's New Teacher Induction program. Site administration ensures that any movement of teachers between teaching assignments meet highly qualified requirements for the new assignment. Site administration ensures that any teacher not meeting the highly qualified requirements will have an Individual Teacher Plan for Achieving Highly Qualified Teacher Status and will monitor progress of teacher toward becoming highly qualified. The school district ensures that all teachers meet highly qualified requirements.

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

Site administration collaborates with Educational Services to ensure that teachers are given opportunities through the regular work day and through voluntary paid hours to receive professional development on district adopted instructional materials. Monthly site professional development meetings take place with teachers to ensure that there is a focus on the needs of students. Professional development is offered by the District's Educational Services, Teacher's on Special Assignment (TOSA's) and through local county offices. Site and district leadership work together to ensure that sites have a sufficient number of credentialed teachers in order to meet student needs.

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

Professional Learning occurs on a regular basis through Site and District collaboration, two full contracted non-student days set aside for professional learning, coaching and demonstration lessons, voluntary afterschool trainings and off site conferences. Instructional staff is also released to participate in the Standards Aligned Learning (SALs) process through the DREAM Team, content cadres and for content specific support. All professional learning is aligned to district goals support college and career readiness.

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

Site administration regularly conducts walk-throughs, formal and informal observations, and provides constructive feedback to instructional staff. Teachers on Special Assignment (TOSA's), Program Specialists and administrators from the district office are available to provide professional development and coaching. A grant-funded Teacher on Special Assignment (TOSA) provides coaching for effective instruction of English Learners.

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

Teachers are provided opportunities on a monthly basis to collaborate with their grade level and/or content area peers. District-wide collaboration meetings in grade level or content area teams take place to focus on local assessments and instructional practice.

Teaching and Learning

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

Curriculum, instruction and materials are aligned to support student progressing toward mastery of Common Core State Standards. Go Math, was adopted K-12 for the 2016-17 school year and English Language Arts (K-12), Wonders and Study Sync, was adopted 2017-2018 school year. Science adoption, Amplify, for 6-8 for the 2020-2021 school year.

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

Site ensures that the master schedule and/or teacher daily schedules adhere to the required instructional minutes for ELA, Math, ELD, and intervention programs.

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

Site ensures multiple measures of data analysis in order to place students appropriately into offered intervention courses. Grade level teams review student data on a regular basis in order to provide differentiated instructional time to meet student needs.

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

Educational Services assists the site in ensuring that all standards-based instructional material needs are met, and that the site is in compliance with Williams legislation. The site communicates any needs to Educational Services in relation to instructional material needs.

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

The site utilizes state adopted and district approved instructional materials as tools for CCSS instruction while a new adoption is pending.

The site ensures that core courses utilize the CCSS as a framework of instruction and student learning. Pacing guides and local assessments are being developed to align with CCSS.

Opportunity and Equal Educational Access

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

The site utilizes the Response to Intervention (RtI) model of student support, ensuring good, first instruction. Teachers inform instruction on a regular basis utilizing informal and formal assessment, and adjust instructional practice based on student needs. Teachers utilize the universal access components of the core program, and differentiate instruction to meet student needs. Support classes for ELA and Math are provided as a component of the regular program to ensure that underperforming students receive additional time and support on standards-based curriculum. We have added Study Hall as an additional support class to help with all core courses, organization, completion of work, and access to staff.

Evidence-based educational practices to raise student achievement

Review of pre and post assessment data for ELA and Math, review chapter assessments and unit assessments in Science and Social Studies. Use SBAC data and ELPAC data. Data discussed during MTSS meetings to improve student academics, social emotional state, and behaviors.

Parental Engagement

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

Within the school day, 6-8th grade EL students receive intensive support for English Language Acquisition through designated ELD classes. TK-5 grade students receive 30 minutes of designated ELD daily.

Outside of the school day, After School Education and Safety (ASES) and Supplemental Educational Services (SES) opportunities are made available to students who are under-achieving. The site offers after school tutoring and intervention classes in order to support student needs. Students also have access to Dream Box, Lexia, Mystery Science, EPIC, all online supplemental programs to help with math, science, and ELA.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The site has established School Site Council and ELAC groups involved in decisions related to Categorical programs. Stonegate Elementary has a very active and involved PTO.

Funding

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

Outreach Specialist, School Social workers, Math Labs, ELA/ELD support classes, Destination Math, Imagine Learning English, computers and headphones for intervention programs, after school intervention, SES, ASES/KidZone, Champions before and after school program, and supplemental support materials are made available to enable underperforming students to meet standards. Stonegate has ELD support classes through out TK-8; and after school ELD intervention.

Fiscal support (EPC)

District general fund provides the base program for all students. State and federal supplemental funds are used to supplement the base program and support student achievement as describe in the site plan.

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

Stonegate staff engage parents, staff, and community members in updates and opportunities to provide input for the SPSA. Monthly Principal coffee chats, community forums, monthly School Site Council, and various school community meetings provided an opportunity to provide updates and solicit input from stakeholder groups.

Parent and teacher leaders attended District LCAP Parent Advisory Committee Meetings on a monthly basis where they provided feedback and input on data, plans, and accountability. A comprehensive needs assessment was conducted focused on data analysis, surveys (student, parent, teacher, etc.), classroom observations, and analysis of current instructional program.

Parent and community involvement is of the utmost important to Stonegate. Stonegate works diligently to communicate with parent(s)/guardian(s) and community representatives on a regular basis through email, weekly CATAPULT messages to families, school website, teacher newsletters, email, phone calls, and social media platforms.

The SPSA, Annual Review, and updates are shared with the following groups. During the 2020-2021 school year, all meetings are held virtually: Site Council monthly from August-May; ELAC (October, December, February, and April); Site Leadership monthly meetings (August-June)

Resource Inequities

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

Surveys have demonstrated that parents, students and teachers support a progressive educational system that promotes increases in student achievement and success. Furthermore, surveys have demonstrated a need for "high expectations" emphasizing "College and Career Readiness." Last, surveys have expressed the need for classes and programs that address the needs of ALL students on the Stonegate campus. Stonegate has implemented ELD Support classes and Co-Teaching classes to address the needs of our EL/ELD students and Special Education students. Stonegate continues to work on implementing opportunities specifically aimed towards helping the under performing students Stonegate offers AVID support for K-8 students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.34%	0.35%	0.11%	3	3	1
African American	3.28%	3.4%	2.58%	29	29	23
Asian	12.56%	12.91%	11.46%	111	110	102
Filipino	2.49%	4.11%	3.03%	22	35	27
Hispanic/Latino	33.03%	31.57%	30%	292	269	267
Pacific Islander	1.13%	1.17%	1.12%	10	10	10
White	38.35%	42.37%	42.25%	339	361	376
Multiple/No Response	%	4.11%	9.44%		35	0
Total Enrollment				884	852	890

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	115	108	117
Grade 1	85	87	89
Grade 2	86	82	89
Grade 3	84	81	87
Grade 4	93	88	83
Grade 5	94	93	96
Grade 6	115	96	101
Grade 7	101	116	105
Grade 8	111	101	123
Total Enrollment	884	852	890

Conclusions based on this data:

1. Enrollment continues to increase school wide.
2. Transitional Kindergarten is included in the kindergarten numbers.
3. Hispanic continues to be the highest percentage of student group.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	102	91	87	11.5%	11%	9.8%
Fluent English Proficient (FEP)	136	31	127	15.4%	3.6%	14.3%
Reclassified Fluent English Proficient (RFEP)	31	20	22	24.8%	2.3%	25.6%

Conclusions based on this data:

1. Increase in English Learners over the years.
2. Decline in reclassifying students.
3. There is a large number of FEP students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	91	85	84	90	84	82	90	84	82	98.9	98.8	97.6
Grade 4	94	90	87	91	90	86	91	90	86	96.8	100	98.9
Grade 5	118	91	93	113	90	92	113	90	92	95.8	98.9	98.9
Grade 6	95	111	98	94	110	97	94	110	97	98.9	99.1	99
Grade 7	107	101	118	107	98	118	107	98	118	100	97	100
Grade 8	103	116	98	102	116	98	102	116	98	99	100	100
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0
All Grades	608	594	578	597	588	573	597	588	573	98.2	99	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2427.	2427.	2420.	22.22	28.57	24.39	24.44	14.29	19.51	30.00	32.14	28.05	23.33	25.00	28.05
Grade 4	2438.	2470.	2469.	13.19	26.67	27.91	26.37	23.33	20.93	19.78	23.33	19.77	40.66	26.67	31.40
Grade 5	2494.	2475.	2487.	23.01	16.67	13.04	23.89	22.22	31.52	22.12	20.00	22.83	30.97	41.11	32.61
Grade 6	2538.	2538.	2507.	19.15	23.64	13.40	32.98	32.73	29.90	31.91	23.64	25.77	15.96	20.00	30.93
Grade 7	2550.	2538.	2553.	14.02	16.33	16.95	40.19	29.59	37.29	18.69	25.51	20.34	27.10	28.57	25.42
Grade 8	2556.	2560.	2562.	10.78	11.21	17.35	36.27	38.79	26.53	27.45	30.17	31.63	25.49	19.83	24.49
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Grades	N/A	N/A	N/A	17.09	20.07	18.50	30.82	27.72	28.27	24.79	25.85	24.61	27.30	26.36	28.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.00	22.62	28.05	43.33	50.00	46.34	36.67	27.38	25.61
Grade 4	16.48	30.00	27.91	51.65	44.44	44.19	31.87	25.56	27.91
Grade 5	27.43	20.00	23.91	43.36	42.22	43.48	29.20	37.78	32.61
Grade 6	25.53	27.27	18.56	52.13	42.73	40.21	22.34	30.00	41.24
Grade 7	20.56	22.45	22.88	51.40	39.80	46.61	28.04	37.76	30.51
Grade 8	17.65	24.14	27.55	52.94	45.69	45.92	29.41	30.17	26.53
Grade 11	0	0	0	0	0	0	0	0	0
All Grades	21.44	24.49	24.61	49.08	44.05	44.50	29.48	31.46	30.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.56	28.57	17.07	55.56	38.10	54.88	18.89	33.33	28.05
Grade 4	18.68	25.56	22.09	46.15	54.44	47.67	35.16	20.00	30.23
Grade 5	31.86	25.56	21.74	41.59	37.78	52.17	26.55	36.67	26.09
Grade 6	26.60	25.45	23.71	52.13	54.55	46.39	21.28	20.00	29.90
Grade 7	31.78	30.61	31.36	43.93	41.84	47.46	24.30	27.55	21.19
Grade 8	28.43	21.55	22.45	43.14	55.17	55.10	28.43	23.28	22.45
Grade 11	0	0	0	0	0	0	0	0	0
All Grades	27.47	26.02	23.56	46.73	47.62	50.44	25.80	26.36	26.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.00	19.05	25.61	63.33	64.29	59.76	16.67	16.67	14.63
Grade 4	8.79	21.11	18.60	62.64	64.44	61.63	28.57	14.44	19.77
Grade 5	16.81	15.56	13.04	64.60	62.22	64.13	18.58	22.22	22.83
Grade 6	24.47	18.18	9.28	59.57	64.55	68.04	15.96	17.27	22.68
Grade 7	9.35	10.20	11.86	67.29	65.31	67.80	23.36	24.49	20.34
Grade 8	9.80	13.79	18.37	68.63	65.52	63.27	21.57	20.69	18.37
Grade 11	0	0	0	0	0	0	0	0	
All Grades	14.74	16.16	15.71	64.49	64.46	64.40	20.77	19.39	19.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.11	22.62	19.51	57.78	57.14	47.56	21.11	20.24	32.93
Grade 4	17.58	17.78	26.74	46.15	57.78	48.84	36.26	24.44	24.42
Grade 5	18.58	18.89	19.57	45.13	43.33	44.57	36.28	37.78	35.87
Grade 6	37.23	39.09	19.59	46.81	44.55	48.45	15.96	16.36	31.96
Grade 7	30.84	33.67	29.66	46.73	42.86	44.92	22.43	23.47	25.42
Grade 8	24.51	24.14	24.49	53.92	54.31	46.94	21.57	21.55	28.57
Grade 11	0	0	0	0	0	0	0	0	
All Grades	24.96	26.53	23.56	49.25	49.83	46.77	25.80	23.64	29.67

Conclusions based on this data:

1. Across the board there are small gains in most academic areas and grade levels.
2. Listening skills across the board need improvement.
3. Percentage of students tested remains high.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	91	85	84	90	85	82	90	85	82	98.9	100	97.6
Grade 4	93	90	87	92	90	86	92	90	86	98.9	100	98.9
Grade 5	118	91	93	114	90	92	114	90	92	96.6	98.9	98.9
Grade 6	95	111	98	95	111	97	95	111	97	100	100	99
Grade 7	107	101	118	107	98	118	107	98	118	100	97	100
Grade 8	103	116	98	102	116	98	102	116	98	99	100	100
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0
All Grades	607	594	578	600	590	573	600	590	573	98.8	99.3	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2437.	2421.	2422.	17.78	15.29	13.41	34.44	28.24	31.71	28.89	31.76	20.73	18.89	24.71	34.15
Grade 4	2473.	2495.	2470.	15.22	25.56	15.12	36.96	31.11	27.91	23.91	28.89	36.05	23.91	14.44	20.93
Grade 5	2496.	2475.	2483.	16.67	12.22	9.78	23.68	15.56	20.65	26.32	30.00	31.52	33.33	42.22	38.04
Grade 6	2506.	2537.	2505.	13.68	20.72	13.40	21.05	28.83	22.68	29.47	26.13	24.74	35.79	24.32	39.18
Grade 7	2524.	2513.	2551.	10.28	11.22	21.19	25.23	20.41	27.97	36.45	29.59	27.12	28.04	38.78	23.73
Grade 8	2529.	2556.	2526.	10.78	21.55	13.27	15.69	14.66	15.31	41.18	32.76	27.55	32.35	31.03	43.88
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Grades	N/A	N/A	N/A	14.00	17.97	14.66	25.83	22.88	24.26	31.17	29.83	27.92	29.00	29.32	33.16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.22	24.71	32.93	44.44	38.82	25.61	23.33	36.47	41.46
Grade 4	34.78	47.78	26.74	27.17	26.67	41.86	38.04	25.56	31.40
Grade 5	24.56	16.67	11.96	30.70	28.89	44.57	44.74	54.44	43.48
Grade 6	21.05	34.23	20.62	34.74	36.94	34.02	44.21	28.83	45.36
Grade 7	14.02	20.41	33.05	46.73	33.67	36.44	39.25	45.92	30.51
Grade 8	13.73	24.14	16.33	40.20	42.24	30.61	46.08	33.62	53.06
Grade 11	0	0	0	0	0	0	0	0	0
All Grades	23.00	27.97	23.73	37.33	34.92	35.60	39.67	37.12	40.66

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.44	22.35	21.95	58.89	48.24	52.44	16.67	29.41	25.61
Grade 4	18.48	26.67	19.77	51.09	50.00	50.00	30.43	23.33	30.23
Grade 5	22.81	13.33	14.13	45.61	45.56	48.91	31.58	41.11	36.96
Grade 6	20.00	22.52	16.49	46.32	55.86	42.27	33.68	21.62	41.24
Grade 7	19.63	13.27	25.42	45.79	50.00	47.46	34.58	36.73	27.12
Grade 8	14.71	25.86	14.29	44.12	41.38	46.94	41.18	32.76	38.78
Grade 11	0	0	0	0	0	0	0	0	0
All Grades	20.00	20.85	18.85	48.33	48.47	47.82	31.67	30.68	33.33

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.44	20.00	23.17	56.67	51.76	52.44	18.89	28.24	24.39
Grade 4	20.65	28.89	19.77	48.91	48.89	46.51	30.43	22.22	33.72
Grade 5	19.30	10.00	10.87	49.12	47.78	50.00	31.58	42.22	39.13
Grade 6	17.89	23.42	11.34	38.95	46.85	47.42	43.16	29.73	41.24
Grade 7	13.08	12.24	22.88	55.14	53.06	54.24	31.78	34.69	22.88
Grade 8	10.78	22.41	13.27	59.80	56.03	61.22	29.41	21.55	25.51
Grade 11	0	0	0	0	0	0	0	0	0
All Grades	17.50	19.66	16.93	51.50	50.85	52.18	31.00	29.49	30.89

Conclusions based on this data:

1. Problem solving is an area of improvement in all grade levels.
2. Communicating reasoning is another area to target.
3. Percentage of students tested remains high.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1432.7	1426.0	1450.1	1439.7	1391.8	1393.6	13	17
Grade 1	*	*	*	*	*	*	*	5
Grade 2	1472.5	*	1470.1	*	1474.5	*	11	*
Grade 3	*	*	*	*	*	*	*	10
Grade 4	*	*	*	*	*	*	*	8
Grade 5	1505.5	*	1499.9	*	1510.8	*	12	4
Grade 6	*	*	*	*	*	*	*	9
Grade 7	1527.0	*	1504.7	*	1548.9	*	12	9
Grade 8	1555.2	*	1554.4	*	1555.5	*	11	5
All Grades							90	70

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.88	*	64.71	*	17.65	*	11.76	13	17
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	12	*
8	*	*	*	*	*	*	*	*	11	*
All Grades	31.11	14.29	38.89	42.86	22.22	30.00	*	12.86	90	70

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.53	*	41.18	*	29.41	*	5.88	13	17
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	12	*
8	*	*	*	*	*	*		*	11	*
All Grades	50.00	27.14	32.22	44.29	*	18.57	*	10.00	90	70

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.88	*	23.53	*	64.71	*	5.88	13	17
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*	*	*	11	*
3		*		*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*	*	*	*	*	12	*
6		*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	12	*
8	*	*	*	*	*	*	*	*	11	*
All Grades	21.11	5.71	26.67	21.43	30.00	55.71	22.22	17.14	90	70

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	84.62	11.76	*	82.35	*	5.88	13	17
2	*	*	*	*	*	*	11	*
3	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	12	*
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	12	*
8	*	*	*	*	*	*	11	*
All Grades	45.56	14.29	45.56	70.00	*	15.71	90	70

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.53	*	58.82	*	17.65	13	17
2	*	*	*	*	*	*	11	*
3	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	12	*
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	12	*
8	*	*	*	*	*	*	11	*
All Grades	56.67	47.14	35.56	38.57	*	14.29	90	70

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	82.35	*	17.65	13	17
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	11	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	12	*
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	12	*
8	*	*	*	*	*	*	11	*
All Grades	23.33	2.86	38.89	50.00	37.78	47.14	90	70

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	29.41	*	64.71	*	5.88	13	17
2	*	*	*	*	*	*	11	*
5	*	*	*	*	*	*	12	*
6	*	*	*	*	*	*	*	*
7	*	*	*	*		*	12	*
8	*	*	*	*		*	11	*
All Grades	32.22	18.57	57.78	70.00	*	11.43	90	70

Conclusions based on this data:

1. Kindergarten in the largest group.
2. There are not significant numbers to report in several grade levels.
3. For the 2019-20 school year summative ELPAC was not given to all students due to COVID.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
866	47.2	9.9	1.0

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	86	9.9
Foster Youth	9	1.0
Homeless	43	5.0
Socioeconomically Disadvantaged	409	47.2
Students with Disabilities	59	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	3.0
American Indian	3	0.3
Asian	91	10.5
Filipino	26	3.0
Hispanic	277	32.0
Two or More Races	81	9.4
Pacific Islander	12	1.4
White	348	40.2

Conclusions based on this data:

1. Socioeconomically disadvantaged students make up a large part of our student populations, where we need to target specific areas of concern through before and after school intervention, reteaching, and small group instruction.
2. There are 26 (3%) of students who identify as African American.
3. Students with disabilities may up 6.8% of the school population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

Conclusions based on this data:

1. We improved with decreasing student suspension rate through PBIS and Restorative actions.
2. Mathematics and ELA are areas we need to target.
3. We need to address and target chronic absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 7.4 points below standard Maintained -2.9 points 560	<p>English Learners</p>  Orange 42.2 points below standard Maintained ++0.4 points 125	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p>  No Performance Color 27.6 points below standard Maintained ++1.3 points 26	<p>Socioeconomically Disadvantaged</p>  Orange 35.2 points below standard Maintained ++1.7 points 284	<p>Students with Disabilities</p>  Orange 124.7 points below standard Increased ++14.1 points 48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 57.2 points below standard Increased ++7.8 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 18.3 points above standard Declined -4.1 points 64	 No Performance Color 32.2 points above standard 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41.3 points below standard Declined -8.2 points 185	 Green 6.3 points above standard Increased ++4.3 points 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 Green 12.5 points above standard Maintained -0.6 points 220

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
112.8 points below standard Maintained ++0.7 points 34	15.9 points below standard Declined -6.4 points 91	2.3 points below standard Maintained -1.9 points 392

Conclusions based on this data:

1. Target groups to focus on African American and Hispanic student populations.
2. Overall school decline in ELA.
3. There are no subgroups in the red.

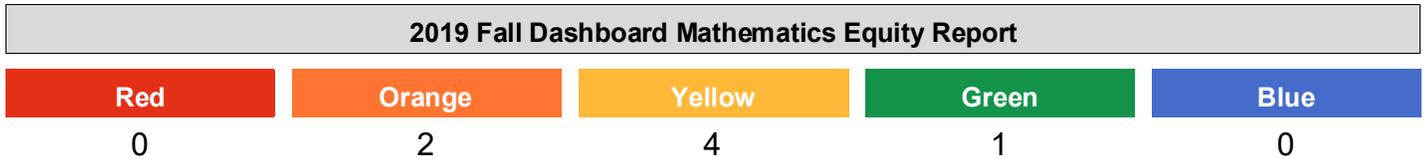
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 31.1 points below standard Declined -9.4 points 559	<p>English Learners</p>  Yellow 57.6 points below standard Increased ++5.9 points 125	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p>  No Performance Color 46.4 points below standard Increased ++3.9 points 26	<p>Socioeconomically Disadvantaged</p>  Yellow 56.1 points below standard Increased ++3.4 points 283	<p>Students with Disabilities</p>  Orange 141.5 points below standard Increased ++3.6 points 48

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 90.4 points below standard Declined Significantly -30.8 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 10.5 points above standard Maintained ++0.1 points 64	 No Performance Color 21.8 points above standard 14
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69 points below standard Declined -14.4 points 184	 Yellow 11.7 points below standard Maintained ++2.9 points 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 Yellow 12.6 points below standard Declined -9.4 points 220

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
120.6 points below standard Increased Significantly ++20.6 points 34	34.1 points below standard Declined -7 points 91	27 points below standard Declined -11.9 points 391

Conclusions based on this data:

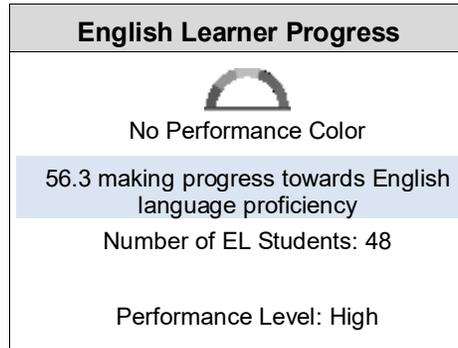
1. Target plans for students with disabilities in mathematics.
2. Decline in mathematics overall. Target learning loss for all grade levels and subgroups.
3. African American, Hispanic groups declined significantly

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.1	39.5	2.0	54.1

Conclusions based on this data:

1. Continue with support for EL's as there has been an increase in academic performance for our English Learners.
2. Provide before and afterschool intervention for EL's to target specific
3. No growth score given as there is not 2 years of data.

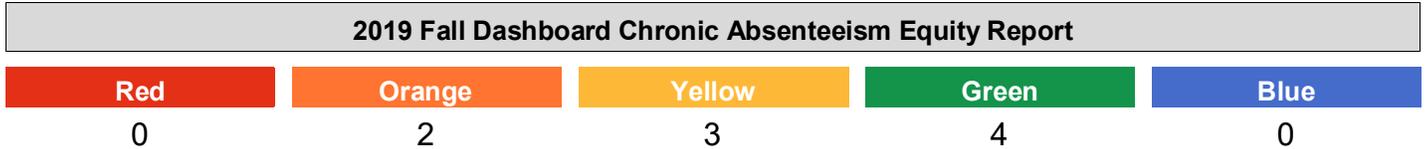
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 5.5 Maintained -0.3 894	<p>English Learners</p>  Orange 6.5 Increased +0.6 92	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<p>Homeless</p>  Green 6.4 Declined -7.3 47	<p>Socioeconomically Disadvantaged</p>  Yellow 9.1 Maintained -0.2 430	<p>Students with Disabilities</p>  Yellow 12.7 Declined -2.9 71

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow	 No Performance Color	 Orange	 No Performance Color
19.4	Less than 11 Students - Data Not Displayed for Privacy	5.3	0
Declined -1.9	3	Increased +3.5	Maintained 0
31		94	26
Hispanic	Two or More Races	Pacific Islander	White
 Green	 Green	 No Performance Color	 Green
5.6	3.6	8.3	4.7
Declined -1.8	Declined -2.7	Declined -0.8	Maintained +0.4
285	83	12	360

Conclusions based on this data:

1. Target EL absenteeism as there was an increase in absences.
2. Continue to find incentives to increase student attendance on a regular basis. Work with outreach and staff on attendance plans to support students.
3. Students with disabilities, Hispanics and African American has improved attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 1.9 Declined Significantly -1.7 911	 Green 2.1 Declined -2.7 94	 No Performance Color Less than 11 Students - Data Not 9
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 2 Maintained -0.2 51	 Green 3 Declined Significantly -2.1 439	 Yellow 4.1 Declined -10.2 73

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 9.4 Increased +0.3 32	 No Performance Color Less than 11 Students - Data 3	 Green 1 Maintained +0.1 99	 No Performance Color 0 Maintained 0 26
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.8 Declined Significantly -1.9 288	 Green 1.2 Declined -2.5 84	 No Performance Color 0 Maintained 0 12	 Green 1.1 Declined Significantly -2.3 367

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.6	1.9

Conclusions based on this data:

1. African American population suspensions increased.
2. Hispanic students declined significantly in suspensions.
3. EL students declined significantly in suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English-Language Arts, LCAP Priority 2 - Implementation of State Standards

LEA/LCAP Goal

English Language Arts development

Goal 1

Students will demonstrate essential skills in literacy, critical thinking, communication, collaboration and citizenship, and be prepared with skills to graduate from WUSD college and career ready.

Identified Need

Instructional Staff monitors student progress on Benchmark and Summative assessments using Illuminate. Professional Learning Community time is dedicated to data analysis to adjust and refine intervention and acceleration. Student led conferences provide an opportunity for teachers, parents and students to collaborate around student outcome data and create goals.

Lexia provides detailed reports of student progress which teachers use to create small group interventions. Site and district administrators monitor Lexia usage and student progress.

What did the analysis of the data reveal that led you to this goal?

2018-19 Smarter Balanced Assessment results for ELA showed an overall Distance from Level 3.

SBAC ELA 2018-19

3rd Grade	2019 2428	Target 2432	DF3 -4
4th Grade	2019 2472	Target 2473	DF3 -1
5th Grade	2019 2476	Target 2502	DF3 -26
6th Grade	2019 2538	Target 2531	DF3 7
7th Grade	2019 2537	Target 2552	DF3 -15
8th Grade	2019 2559	Target 2567	DF3 -8

SBAC Writing 2018-19 3rd Grade

27.8% Above Standard 39.2% Near Standard

4th Grade	24.4% Above Standard	54.7% Near Standard
5th Grade	23.1% Above Standard	38.5% Near Standard
6th Grade	35.9% Above Standard	53.7% Near Standard
7th Grade	32.6% Above Standard	40.2% Near Standard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts performance will increase on Smarter Balanced English Language Arts Assessment (3-11th grades) by 9+ points to a Distance from Level 3 (DF3) of -10.	Stonegate Elementary is committed to increasing academic achievement across grade levels through a cycle of continuous improvement.	1. English Language Arts performance will increase on Smarter Balanced Assessment (3-8th grades) by 3 points to reach level 3. Each grade level will determine reasonable targets so that the overall goal for the site is reached.
District Assessments and SBAC	Students declined in certain subgroups for ELA (African American, Special Education, Hispanic groups)	Increase by 3 points for all subgroups on SBAC and show increase in district assessments given each trimester and semester.
Pre and Post assessments, Retakes, Targeted intervention	Students are moving on from academic content without mastery of skills practices causing further learning loss.	Teachers will conduct a pre-test, followed by a mid cycle test and will conclude the cycle with a post test. Teachers will develop their own assessments. Homework completion rates will be monitored.
DATA assessment meetings and walkthroughs	Look at data and created targeted interventions, small groups, and reteaching to support students.	Students will show an increase in scores on district wide assessments, standards mastery, and listening and speaking skills.

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

To provide release time for teachers to observe others for skills, strategies, and tools to use in their own classrooms.

Provide Quality First Instruction by focusing on the CCSS and developing lessons using a variety of resources. Use a variety of engagement strategies throughout all aspects of the lesson. Teachers will work throughout the year to teach lessons that align to grade level pacing guides (CAAG/SALs) and design instruction that is differentiated and meets a

variety of needs. The differentiated instruction within the classroom setting will be monitored by formative benchmark assessments, curriculum embedded assessment, and teacher created assessments. Additional collaboration time as needed with the use of substitutes or paid extra hours will be allocated. Additional professional development for teacher teams to expand their use of research proven strategies.

People Assigned: Principal, Teachers, Students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000.00

Site LCFF
1000-1999: Certificated Personnel Salaries
Substitutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All 6-8th grade students

Strategy/Activity

Strategic Intervention Classes for 6-8th graders such as “Encore” or other researched based programs for Tier II 6-8 students. (strategic on multiple measures) Provide management and accountability to ensure that the interventions are appropriate and effective. Provide supplemental materials to provide access to students needing strategic and intensive support.

People Assigned: Principal, Assistant Principal, Core English Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000.00

Site LCFF
4000-4999: Books And Supplies
Supplemental student materials to support intervention

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Provide strategic intervention for K-8th grade

Strategy/Activity

Targeted After/Before School Intervention for students in Kinder-5th will receive one hour of supplemental instruction twice a week for 15 weeks. Students will be pre-assessed and specific skills to be taught will be identified. After school teachers will teach those specific skills and conduct a mid-cycle assessment and a post assessment. Grade level teams will use this data to determine if the overall goal in ELA is being met. 6th-8th grade students will have the opportunity to drop in or be invited to attend Academic Outreach, or student learning center time, with teachers to review concepts/essential standards, complete assignments and other academic support as needed.

People Assigned: After School Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,000.00

Source(s)

ESSA-Title I, Part A, Basic Grants Low Income and Neglected
1000-1999: Certificated Personnel Salaries
Teacher Extra Pay for After and Before School Intervention

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

Supplemental lessons to enhance CA State Standards Instruction for Units of Study designed by S ALs Team teachers in support of priority Standards. These materials are used in addition to district adopted core curriculum.

People Assigned: Principal and Assistant Principal, Dream Team Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

Site LCFF
5800: Professional/Consulting Services And Operating Expenditures
Supplemental printing costs and supplemental resources to go with units of study

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

Data Analysis as teachers collaborate with various staff members to evaluate data from formative Language Arts assessments. Teachers and various supports collaborate to create action plans from data analysis to address student achievement.

People Assigned: Principal, Specialists, Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Site LCFF
1000-1999: Certificated Personnel Salaries
Subs to cover teachers for planning and discussing student data.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

TK-5 all students, All 6th graders, Selected 7th and 8th grade students

Strategy/Activity

AVID Training

Task:

Expand AVID team by increasing the number of teachers attending AVID summer institute and follow up AVID professional learning.

People Assigned: Stonegate Administrators, AVID elementary team, AVID secondary team

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)

1,000.00

Source(s)

Site LCFF

Conference Registration

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

Technology Support for ELA to support student engagement and to supplement the core curriculum in ELA to help students to be college and career ready (21st century skills).

People Assigned: Admin, Teachers, Students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500.00

Source(s)

ESSA-Title I, Part A, Basic Grants Low Income and Neglected

Technology

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Strategy:

The strategies to improve student outcomes include:

- Each semester and trimester, all students will write goals after reviewing their progress - AV ID Strategy emphasized schoolwide.
- Continue implementation of new ELA Curriculum - SALs implementation schoolwide ELA.
- Continue professional development on the new pilot - SALs meeting regularly and sharing w/PLC teams.
- Interventions for struggling students through differentiated instruction in the classroom and afterschool - classroom small group instruction, afterschool intervention, K-3 support from Encore and ELD support classes for middle school students.
- Utilization of a specialist to support struggling readers in K through 3rd grades - Intervention Specialist.
- Use of Lexia as supplemental reading intervention for students in grades K-5, and struggling readers in 6-8 grades schoolwide usage.
- Parent Involvement - PTO, ELAC, Site Council, and Parent Principal Coffee meetings discussing student achievement and success
- Teacher Collaboration - Weekly PLC meetings and District PLT meetings.

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

Continue to focus and increase interventions for struggling reluctant learners with emphasis on teacher collaboration time, professional development, afterschool interventions, etc.

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.

Continue focus on SALs units, priority standards, essential questions, pre and post assessments.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development, LCAP Priority 2 - Implementation of State Standards

LEA/LCAP Goal

English and Academic Proficiency for English Learners to increase communication and language development

Goal 2

Maintain performance of "Green or better" on the CA Data Dashboard English Learner Progress Indicator (reclassification and growth.)

Aligned Site Goal:

- Use 2018-2019 performance on English Learner Proficiency Assessment for California (ELPAC) as baseline and establish growth targets for 2020-21, due to ELPAC assessment interrupted due to COVID 19.
- English Learner SBAC scale scores will increase 3+ each year until the performance gap between EL and non EL students is narrowed or closed.
- All English Learners will be enrolled, by language proficiency, in Designated ELD.

Identified Need

2 students decreased one ELPE level
 19 students maintained ELPI level 1, 2l, 2h, 3l, or 3h
 1 student maintained ELI level 4
 26 students progressed at least one ELPI level

Reclassify at least 5% of EL's

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner subgroup performance on Smarter Balanced ELA assessment.	Use 2018-19 performance on English Learner Proficiency Assessment for California (ELPAC) as baseline and establish growth targets for 2019-20.	English Learner SBAC scale score will increase district-wide each year until the performance gap between EL and non EL students is narrowed or closed.
The reclassification rate for English Learners in 2018-19.	Students aren't showing the growth needed.	Reclassify 12% of English Learners each year.
Targeted ELD Intervention	ELPAC data and ELD Progress Monitoring Data	Show increase of 5% across grade levels.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners TK-8th grade

Strategy/Activity

ELAC parent support

Task: There will be funding set aside for translators, supplies, food, and child care for the yearly ELAC meetings and other activities. There will be at least three ELAC meetings per year. Election of ELAC members and a district representative. ELAC meeting agendas and flyers inviting parents to the meeting and call outs in Spanish and English will be made prior to the meeting. Minutes of the meetings will be recorded and kept in the ELAC binder. Currently all meetings will be virtual due to COVID-19.

People Assigned: Principal, ELD teachers, ELAC committee staff volunteers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Site LCFF ELAC/Reclassification supplies and information for parents to support their students at home.
250.00	Site LCFF Translators

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners TK-8th grade

Strategy/Activity

Targeted After School Intervention for ELD students using district approved materials, 2-3 times weekly. Identify ELD students to target for after school intervention.

People Assigned: Principal Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,500.00

Source(s)

ESSA-Title I, Part A, Basic Grants Low Income and Neglected

Extra hours for before or after school intervention

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

TK-8th grade English Learners

Strategy/Activity

Teachers meet collaboratively to evaluate data from multiple assessments including ELA, ELD, EL PAC, SBAC/CAASPP, benchmark, and writing assessments. Teachers and various staff collaborate to create action plans from data analysis to address student achievement.

People Assigned: Administration Teachers Specialists

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

250.00

Source(s)

Site LCFF
2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

TK-8th grade English Learners

Strategy/Activity

Provide resources to compensate teachers for extra hours to receive training on strategies to support ELD students through designated and integrated ELD.

People Assigned:

Administration

Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Site LCFF

Extra hours for professional development or workshops to gain strategies to support EL's across grade levels

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Strategy:

Extensive professional development to ensure good first instruction - Minimal training by Coordinator of English Learners

- Support for master scheduling based on student's language proficiency needs - Students placed in ELD classes based on ELPAC scores
- Professional Development to promote academic discourse, vocabulary, and communicating reasoning including support from TOSA coaches - See Above
- Robust Designated and Integrated ELD instruction - Designated ELD 30 minutes per day daily at Elementary and every other day for 54 minutes at the Middle School
- Frequent classroom observations to serve as discussion starters, coaching and building the capacity of instructional staff - Daily classroom observation by administration
- Interventions for struggling students - Small group instruction, afterschool intervention, Encore and ELD supports classes

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

Extensive professional development to ensure good first instruction - Minimal training by Coordinator of English Learners, area for growth

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.

Continue to work with Coordinator of English Learners to provide professional development/training /support for teachers

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parental Involvement, LCAP Priority 3 - Parent Involvement; LCAP Priority 5 Pupil Engagement; LCAP Priority 6 - School Climate

LEA/LCAP Goal

LEA Goal: Parent Engagement to support a positively engaging learning process for their children and in the life of the school.

Goal 3

We will unify our community in culturally sensitive ways to engage all members in the education of our students through various ways such as, however not limited to: Improved Communication and Partnerships, Parent Advisory Committee and ELAC, Parent Education Trainings, District Translators, Fingerprinting Accessibility, and School Site Council

Identified Need

Stonegate

Elementary Staff will unify our community in culturally sensitive ways to engage all members in the education of our students. The staff at Stonegate will communicate effectively and frequently with parents and the community and provide parent and community members with ample opportunities to be involved in the school. Membership in PTO and attendance at parent events will increase by 10%.

What data did you use to form this goal (findings from data analysis)?

Participation rates for all parent/community events.

Percentage of families who attend parent conferences.

Number of community/parent volunteers background checked and cleared to assist on site.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Surveys to increase parental involvement to improve communication	Stonegate has increased to 257 background checked and active volunteers. Parent participation in student conferences continues to average 75 percent and above.	Continue to gain volunteers across all grade levels
School Site Council minutes	SSC meets monthly to discuss school needs	Have SSC promote more community engagement and bring in workshops, trainings, and events to support awareness and inclusion.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC minutes	Currently only have two members who regularly attend	Increase our EL parent group to at least 10 members

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 preschool through 8th graders

Strategy/Activity

To improve communication and increase parent attendance at school functions and partnerships with student academics and the overall well being of their student.

People Assigned: Administration, Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500.00	Site LCFF Calendars, Planners, Communicator Folders, Monthly Newsletters, Presenters for workshops

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All preschool through 8th graders

Strategy/Activity

SSC/Parent Principal Coffee/Workshops to promote awareness of what is going on at Stonegate, parent education, updates on attendance, academics, social and emotional updates, and ways to support students with changing times.

People Assigned: Administration, Parents, Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	Site LCFF workshops/parent meeting support

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All preschool through 8th graders

Strategy/Activity

Teacher-parent communication on a regular basis to keep families engaged and aware of upcoming events and important dates.

People Assigned: Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Site LCFF Planners, Communicators, Newsletters

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with an IEP, 504, or need additional academic or behavior support.

Strategy/Activity

Substitute Support for Teacher Collaboration for IEPs, 504s, SSTs, & MTSS for teachers to collaborate with various staff members and parents to support struggling reluctant learners in a number of meetings (SST, IEP, 504. & MTSS). Teachers , parents and various support providers collaborate to create a ction plans from data analysis to increase individual academic student achievement and success.

People Assigned: Principal, Specialists, Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,938.80	ESSA-Title I, Part A, Basic Grants Low Income and Neglected Resources, planning and collaboration time, to go over data and needs of targeted student groups.
500.00	Site LCFF Resources, planning and collaboration time, to go over data and needs of targeted student groups.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Strategy:

- Continue offering a variety of activities to actively engage families in the school community - work on implementing additional evening activities such as Math Night, Parent University, Chat with Principal Rabb-Patterson, etc.
- Utilize student performances to encourage attendance - Strong parent turnout for student performances.
- Aid parents in navigating the process of fingerprint and background check for volunteers - Office Secretary working closely with parents to simplify and streamline process.
- Provide a welcoming environment for families - Customer Service has been a focus. In addition to strong emphasis on relationship building.
- Offer a variety of ways for parents/guardians to participate, provide feedback and communicate with staff - PTO, ELAC, Site Council, Parent Principal Coffee meetings, in addition to providing an open door policy.

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

Continue offering a variety of activities to actively engage families in the school community - work on implementing additional evening activities such as Math Night, Parent University, etc.

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.

Continue emphasis on relationship building with parents and community.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate/Parent Engagement, LCAP Priority 6 - School Climate

LEA/LCAP Goal

School Climate where students attend a safe, secure, healthy, nurturing and supportive learning environment to ensure each student's full engagement and success.

Goal 4

Provide safe, healthy, nurturing and supportive learning environment that increases attendance.

Identified Need

Due to increase in suspensions in (African American and Hispanic subgroups), decrease in parent engagement in 5-8th grades, and a decrease in attendance with English Learners we have determined we need to focus on creating an environment conducive for learning that is safe, healthy, nurturing and supportive.

- Maintain student attendance at 97.05% in 2018-19 to 97%.
- Reduce suspensions from 51 in 2017-18 to 41 this year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Attendance through AERIES and MTSS team meetings	School wide attendance data for 2017-18 reflects a 97.05% attendance rate.	Increase overall student attendance in all sub groups by 3%
Student Suspensions	African American and Hispanic subgroups show increase in suspensions	Decrease suspensions by restorative practice training for students and staff to build relationships and model corrected behaviors.

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 preschool through 8th graders

Strategy/Activity

PBIS Implementation to promote a school wide culture of awareness and inclusion through PRIDE (Positive Attitude, Respect and Responsibility, Integrity, Determination, and Empathy).

Students will find joy through their educational experience in an environment conducive for learning that is

safe, healthy, nurturing and supportive as they become independent and lifelong learners. The staff at Stonegate Elementary

School will provide a safe and secure environment where all students will learn and succeed. Stone gate will fully implement

PBIS and the Kevin Bracy REACH 1 Alliance Program. Stonegate will also implement Playworks o n the playground.

Students will receive attendance motivators for full week participation and attendance in their virtual classrooms, as well as monthly attendance recognition. Students will receive monthly shout's out on our Friday Shout-Out and Daily Announcement messages. Parents will be able to drive by on designated days to pick up the students prizes

People Assigned: Administration, All Staff (Certificated & Classified), PTO, SSC

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)
2,300.00	Site LCFF Incentives for attendance and classroom engagement
2,500.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected Incentives for attendance, engagement, and resources to support student needs. Paw Pride prizes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All preschool through 8th graders

Strategy/Activity

Progressive Discipline to decrease suspensions, office referrals, kids being sent out of class for discipline.

People Assigned: Administration, Teachers, Specialists

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)

1,000.00

Source(s)

Site LCFF

Extra Hours for MTSS meetings to discuss attendance, engagement, and discipline

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All TK through 8th graders

Strategy/Activity

Assemblies to promote attendance, behavior, academics, community outreach, and more

People Assigned: Administration, Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500.00

Source(s)

ESSA-Title I, Part A, Basic Grants Low Income and Neglected

Award Certificates, Paper for certificates, Lion gear, Pizza lunches, medals, pencils

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All TK through 8th graders

Strategy/Activity

Attendance Assemblies to promote and provide incentives and recognition to students with outstanding attendance at positive action assemblies.

People Assigned: Administration, Teachers, Attendance Clerk

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)

382.00

Source(s)

Site LCFF

Attendance incentives for targeted sub groups showing an improvement in weekly and monthly attendance. Attendance or Change Agent T-shirts

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All preschool through 8th graders

Strategy/Activity

Professional Development for student supervision and student engagement during recess, lunch, and unstructured time

People Assigned: Administration, Noon duties, Campus monitors, Crossing guards

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)

1,500.00

Source(s)

Site LCFF

Professional Learning for classified student supervisors, Yard Supervisor Training and workshops, Incentives to give to staff for positive redirection

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

4th and 5th graders

Strategy/Activity

Empathy Training 4-5 to provide students with empathy training.

People Assigned: Administration, Teachers,PTO

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Site LCFF

Contract - PTO funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

TK-8th grade students and staff

Strategy/Activity

Use of Kami to manipulate documents in the virtual setting. Students and staff can manipulate and work write on the documents.

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)

4752.00

Source(s)

Site LCFF

Purchas of Kami Online program for document annotation and markup Tool

Annual Review

SPSA Year Reviewed: 2019-20

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 strategies to improve student outcomes include:

- Each One Reach One -
 - Kevin Bracy Program - Schoolwide assemblies/rallies and daily announcement reiterating t he message.
- Empathy Training -
 - Kevin Bracy Program - Schoolwide assemblies/rallies and daily announcement reiterating t he message.

- Analyzing and communicating student discipline referral numbers, suspension numbers, and attendance numbers with staff - Formed PBIS committee to review student discipline and attendance to focus on social emotional wellness and changing behaviors.
- Implementation of school-wide behavior expectations program with staff, student, and parent collaboration - See above.
- Increasing student incentives for positive behavior (Prizes, recognition assemblies/activities, etc.) - Continued implementation of PTO PAW Pride Closet. Working with PBIS Committee to review and revamp program for prizes, recognition assemblies/activities, etc.)
- Providing staff and students training on conflict mediation through Restorative Practices, Trauma-Informed Schools training, and peer mediation - Kevin Bracy Program worked with students and staff. Working with PBIS committee to emphasize conflict mediation, Restorative Practices and changing behaviors.
- Parent Involvement - Strong emphasis on communication and building relationships.
- Teacher Collaboration - Strong emphasis on PLCs, Leadership Team, AVID, PBIS committee, etc.
- Additional TIC (Teacher In Charge) positions to coordinate school wide support, safety, and interventions - Continued support of school safety and security when administration is off campus.
- Attendance incentives and Friday Shout-Outs

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

Formed PBIS committee to review student discipline and attendance to focus on social emotional wellness and changing behaviors. Increased focus on positive action assemblies/rallies, rewards, teacher collaboration, professional development, changing behaviors/alternatives to suspension, peer mediation, peer mentors, and so forth.

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.

Robust implementation of PBIS.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Increase Math standards understandings

Goal 5

Overall student performance will increase in math

Identified Need

Overall student performance will increase in math in targeted sub groups: African Americans, Hispanics, EL's, Foster Youth

SBAC Math 2018-2019 Data:

3rd grade 2019-2422 Target 2436 DFR-13

4th grade 2019-2485 Target 2485 DFR-0

5th grade 2019-2476 Target 2528 DFR-52

6th grade 2019-2494 Target 2552 DFR-58

7th grade 2019-2253 Target 2567 DFR-44

8th grade 2019-2550 Target 2586 DFR-36

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC data and pre and post math assessments	2018/19 Smarter Balanced Assessment results for math showed an overall Distance from Level 3 of -37 percent reflecting a 6 point decline from 2016-17 results.	Increase by 5 points across all grade levels 3rd-8th in math
Moby Max Data	Use pre and post assessment data as a beginning point to gauge student knowledge	See overall improvement in all subgroups and grade levels on post assessments, benchmarks, and SBAC assessments

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 TK-8th graders Increase student knowledge and mastery of grade level standards in math

Strategy/Activity

Provide High Quality First Instruction using a variety of resources to implement the Common Core State Standards. Provide Quality First Instruction in all grades using the District curriculum (CAAG/SAL's). Through the PLC process teachers will focus on active participation/student engagement, common planning (pacing), common assessment, data analysis, and intervention planning.

People Assigned: Administration, Teachers, Students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500.00

Source(s)

Site LCFF

Supplemental Materials and Supplies for small group instruction based on targeted groups.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Any K-8th grade student not meeting grade level standards.

Strategy/Activity

Targeted After or Before School Intervention for one hour of supplemental instruction twice a week for 15 weeks. Students will be pre-assessed and specific skills to be taught (Essential Standards) will be identified. After school teachers will teach those specific skills and conduct a mid-cycle assessment and a post assessment. Grade PLCs will use this data to determine of the overall goal in Math is being met.

People Assigned: Administration, Teachers, Students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,500.00

Source(s)

ESSA-Title I, Part A, Basic Grants Low Income and Neglected

Teacher Extra Pay for before or after school intervention support

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All TK-8th grade students

Strategy/Activity

Supplemental Materials to CCSS math to support CA State Standards instruction Web-based resources to enhance instruction

Materials used in conjunction with district adopted core curriculum.

People Assigned: Administration, Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500.00

Source(s)

ESSA-Title I, Part A, Basic Grants Low Income and Neglected

Supplemental math materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All TK-8th graders

Strategy/Activity

Data Analysis with Principal to collaborate with various staff members to evaluate data from formative Math assessments. Teachers and various supports collaborate to create action plans from data analysis to address student achievement.

People Assigned: Principal, Specialists, Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Site LCFF
2000-2999: Classified Personnel Salaries
Subs to cover teachers will meeting in grade levels to review data

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All TK-8th graders

Strategy/Activity

Technology Support for Math to support student engagement and to supplement the core curriculum in Math to help students to be college and career ready (21st century skills).

People Assigned: Admin, Teachers, Students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,500.00

Source(s)

Site LCFF
Technology support or supplemental online programs to help small group instruction

Annual Review

SPSA Year Reviewed: 2019-20

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.

- Support teachers in providing quality first instruction using math curriculum and identify priority standards. Strong focus on SALS and pre and post assessments.
- Monitoring and refining instruction based on data analysis of formative, benchmark, and summative assessments through Illuminate
- Working with teachers to use pre and post assessments data to guide and inform instruction.
- Continue use of math curriculum: Go Math and CPM.-Ongoing implementation in combination with SALS units.
- Extensive professional development on math programs: SALS Team regular meetings and sharing through PLC teams.
- Interventions for struggling students through differentiated instruction in the classroom and afterschool, small groups, math lab.
- Supplemental math software, Moby Max
- Supplemental math program Dream Box
- Teacher Collaboration through weekly PLC and district PLC meetings

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

Continue to focus and increase interventions for struggling reluctant learners with an emphasis on teachers collaboration time, professional development, afterschool intervention, etc.

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.

Continue focus on SALS units of study, priority standards, essential questions, and pre and post assessments.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$53,872.80

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 (\$)
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	\$26,938.80

Subtotal of additional federal funds included for this school: \$26,938.80

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 (\$)
Site LCFF	\$26,934.00

Subtotal of state or local funds included for this school: \$26,934.00

Total of federal, state, and/or local funds for this school: \$53,872.80

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	26,938.80
Site LCFF	26,934.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,500.00
2000-2999: Classified Personnel Salaries	750.00
4000-4999: Books And Supplies	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	18,938.80
1000-1999: Certificated Personnel Salaries	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	8,000.00
	Site LCFF	22,684.00
1000-1999: Certificated Personnel Salaries	Site LCFF	1,500.00
2000-2999: Classified Personnel Salaries	Site LCFF	750.00
4000-4999: Books And Supplies	Site LCFF	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site LCFF	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,000.00
Goal 2	6,000.00
Goal 3	6,438.80
Goal 4	14,934.00
Goal 5	12,500.00

School Site Council Membership

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

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

Name of Members	Role
Maci Milam	Parent or Community Member
Lyndsey Bustos	Parent or Community Member
Ashley Rivers	Classroom Teacher
Lauren Pipes	Classroom Teacher
Belinda Rabb-Patterson	Principal
Penny Monroy	Other School Staff
Greg Garcia	Parent or Community Member
Augustina Carando	Parent or Community Member
Alex Vukasinovic	Parent or Community Member
Anna Heinz	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/12/2020.

Attested:

	Principal, Belinda Rabb-Patterson on 11/13/2020
	SSC Chairperson, Macey Milam on 11/13/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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