

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Centerville Elementary School	10-62414-6007108		December 11, 2018

Purpose and Description

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

Schoolwide Program

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

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).

There are a few surveys used through out the year to monitor our work. We have surveys available during parent teacher conferences so that parents can identify needs of support for students. We also have Parent Surveys at the end of the year that survey parents in many different aspects such as school environment and academic achievement of their child. We have a small group of students who work with PBIS and give us input as to needs for the school and we have a Leadership/Peer Mediators Class in grades 4th-6th that bring up concerns to the teacher and take on community outreach projects. Some findings from the most recent parent survey include items such as a concern for cafeteria food, enrichment opportunities, and intervention support.

Based on our last year's parent survey, we received feedback with a 94.5% return rate. We had an overall 80% A and B responses. The parents highlighted the following:

Top 3 positive areas mentioned within comments

Area of Comment	Number of comments in area
Friendly Staff and Caring Teachers	51
Small School and Family Feeling	19
Communication Dual Language	14 13

Top 3 Areas for Improvement

Area of Comment	Number of Comments in Area
Build MPR	26
Improve quality of food	18
Music and Art	8

Classroom Observations

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

Classroom observations happen frequently both formally and informally. Informal classroom observations happen at least once a day with feedback provided to the teacher at least once a week. Formal observations happen twice a year for tenured teachers and three times a year for new teachers. During formal observations, the teacher and Principal have a pre-observation meeting to discuss the lesson that will be taught, the lesson is observed, and then a post-lesson meeting between the teacher and principal allows for debriefing and reflecting on the lesson. Through out the year it is common to see high levels of engagement, frequent checking for understanding (CFU), direct instruction, collaborative groups, Guided Reading in Kinder-3rd grade, close attention to text, justification for answers, and manipulative for math. Some findings include attention to text selection and deeper understanding of text complexity, refining Guided Reading since it is a new practice, and encouraging students to solve math in different ways and explain their thinking both in writing and orally.

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)

Based on State Data (SBAC) we have identified some areas of need. We have identified English Language Learners, RFEs, Socioeconomically Disadvantaged Students, and Students with Disabilities as our focus groups. There was an evident achievement gap between these students. Through our Professional Learning communities (PIC's) teachers work together to impact instructional practices. Teachers use data, formative assessments, and a variety of tools to make instructional decisions that continue to positively impact students. While both our gains in ELA and Math were positive, there was only a 1% gain in Math. We will make this work a focus and look at the rigor of our assessments and instruction.

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

Student progress is monitored frequently through various methods of data. We use Benchmark assessments, Monthly STAR Scores, Common Grade Level assessments and formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Centerville Elementary is staffed with highly qualified teachers. All staff meet requirements for Highly Qualified.

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

Teachers have access to instructional materials and have continued training on SBE-adopted instructional materials.

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

Sanger Unified aligns professional development to state standards and best practices to maximize student achievement. Professional Development such as math standards, number talks, word problems, guided reading, etc. are identified high leverage instructional practices that address student needs.

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

Teachers receive instructional support through district and site professional development, site instructional planning support such as Curriculum Support Provider, and frequent feedback through classroom visitations and formal observations.

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

Teachers collaborate weekly through Professional Learning Communities (PLC) that exist by grade level, but also vertical PLCs.

Teaching and Learning

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

Through site and district professional development and PLC meetings, teachers have multiple opportunities to align their instruction to state standards and create measures for such standards.

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

Teachers have set blocks of time to devote to reading/language arts and mathematics that are within appropriate time blocks.

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

Teachers create pacing schedules through scope and sequence instructional maps, but are flexible within those instructional maps to create instructional time to intervention. We have reading intervention and math intervention is provided in small group setting in the classroom per concept.

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

Teachers have access to different sources of instructional materials. We have our state-adopted curriculum, unit planning resources digitally, and intervention materials and curriculum. Teachers use their professional judgement to identify the appropriate materials that matches their intended outcome.

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

Teachers have access to SBE adopted materials and standards-aligned instructional materials including intervention materials and use to meet the needs of students.

Opportunity and Equal Educational Access

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

Students who are underperforming have access to interventions both in Language Arts and Math. Students who are not reading have access to a very systematic RTI program. Students who are identified as having problems with math are supported through small group instruction and reteaching.

Evidence-based educational practices to raise student achievement

The district is dedicated to research-based instructional practices and include such practices in professional development trainings. Teachers also use data from common assessments to find the best instructional practice.

Parental Engagement

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

Students who are underachieving have access to RTI, after school support, and small group instruction.

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)

Centerville Elementary has a school site council which meets to plan, implement and evaluate all Conn App programs.

Funding

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

Centerville Elementary uses its funds to provide direct services to students who are underperforming. Centerville Elementary has two intervention teachers and a Curriculum Support Provider who provide these direct services.

Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, mathematics, and the Single Plan for Student Achievement.

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

We are data driven and have done a complete needs assessment based on multiple measures that include our staff, students and parents. Each year we review our data such as DPAs, BAS, Common Assessments, as the year progresses and then do a deep dive in the Spring of what worked and what needs to be improved. In the fall when teachers return we do a deep dive again into our state data and look at overall progress and growth by subgroups. These data driven conversations happen for all teachers from Kindergarten through 6th grade. Each teacher is a key contributor to our students and have ownership of the progress we are making. As a staff we assess our strengths and areas of opportunity and create a plan for action with our Leadership team monitoring that growth along the way with predetermined data factors. Our parents are also informed of the progress we are making as a school and hear about our overall performance through school-home communication such as newsletters and a more detailed analysis during our School Site Council meetings and even deeper at the student level during parent conferences. Our students are also involved in our data discussions as they learn about their performances through SSTs, ILPs and goal setting as part of the instructional program. We want to involve as many stakeholders as possible to get the best buy in and support of our program implementation.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.8%	1.5%	0.75%	2	4	2
African American	0.0%	0.0%	0%	0	0	0
Asian	2.4%	1.1%	1.87%	6	3	5
Filipino	0.4%	0.0%	0.37%	1	0	1
Hispanic/Latino	58.0%	58.9%	67.54%	145	156	181
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	32.8%	33.2%	25.37%	82	88	68
Multiple/No Response	2.4%	2.3%	2.24%	6	6	6
Total Enrollment				250	265	268

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	43	42	55
Grade 1	25	49	42
Grade 2	39	27	49
Grade 3	38	41	26
Grade 4	32	37	36
Grade 5	43	34	31
Grade 6	30	35	29
Grade 7	0		0
Grade 8	0		0
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	250	265	268

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	51	56	58	20.4%	21.1%	21.6%
Fluent English Proficient (FEP)	16	8	26	6.4%	3.0%	9.7%
Reclassified Fluent English Proficient (RFEP)	2		18	5.1%	0.0%	32.1%

Conclusions based on this data:

1. We had a high number (18) of students reclassified in 2017-2018.
2. We continue to have a steady number of ELs (20%).
3. Our percentage of FEP students has increased from 3% to 9.7%.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	43	25	43	42	25	43	42	25	100	97.7	100
Grade 4	33	35	38	33	35	38	33	35	38	100	100	100
Grade 5	45	35	31	43	35	31	43	35	31	95.6	100	100
Grade 6	31	34	31	30	34	30	30	34	30	96.8	100	96.8
All Grades	152	147	125	149	146	124	149	146	124	98	99.3	99.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2377.	2407.	2431.	9	21.43	24.00	12	21.43	32.00	28	11.90	28.00	51	45.24	16.00
Grade 4	2436.	2455.	2445.	15	20.00	13.16	18	20.00	31.58	24	20.00	23.68	42	40.00	31.58
Grade 5	2468.	2476.	2474.	9	14.29	16.13	30	25.71	22.58	23	22.86	22.58	37	37.14	38.71
Grade 6	2520.	2477.	2546.	7	2.94	13.33	37	26.47	40.00	33	26.47	30.00	23	44.12	16.67
All Grades	N/A	N/A	N/A	10	15.07	16.13	23	23.29	31.45	27	19.86	25.81	40	41.78	26.61

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	7	16.67	28.00	40	35.71	56.00	53	47.62	16.00	
Grade 4	9	20.00	15.79	52	45.71	47.37	39	34.29	36.84	
Grade 5	16	17.14	12.90	47	31.43	51.61	37	51.43	35.48	
Grade 6	13	5.88	20.00	60	50.00	60.00	27	44.12	20.00	
All Grades	11	15.07	18.55	48	40.41	53.23	40	44.52	28.23	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	19.05	16.00	42	47.62	44.00	49	33.33	40.00
Grade 4	12	22.86	15.79	52	45.71	55.26	36	31.43	28.95
Grade 5	16	25.71	16.13	42	42.86	48.39	42	31.43	35.48
Grade 6	10	8.82	30.00	57	38.24	53.33	33	52.94	16.67
All Grades	12	19.18	19.35	47	43.84	50.81	41	36.99	29.84

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	23.81	16.00	65	50.00	60.00	28	26.19	24.00
Grade 4	12	14.29	7.89	67	68.57	65.79	21	17.14	26.32
Grade 5	12	17.14	6.45	67	51.43	67.74	21	31.43	25.81
Grade 6	13	0.00	16.67	77	76.47	73.33	10	23.53	10.00
All Grades	11	14.38	11.29	68	60.96	66.94	21	24.66	21.77

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	28.57	24.00	47	45.24	60.00	42	26.19	16.00
Grade 4	21	20.00	26.32	48	57.14	42.11	30	22.86	31.58
Grade 5	9	31.43	29.03	58	40.00	51.61	33	28.57	19.35
Grade 6	27	17.65	33.33	57	52.94	56.67	17	29.41	10.00
All Grades	16	24.66	28.23	52	48.63	51.61	32	26.71	20.16

Conclusions based on this data:

1. School wide we our students increased met and exceeded the standard from 38% to 48%.
2. School wide we dropped our not met percent from 42% to 27%.
3. School wide, Reading we closed the gap from 43% to 28%.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	43	25	43	43	25	43	43	25	100	100	100
Grade 4	33	35	38	33	35	38	33	35	38	100	100	100
Grade 5	45	35	31	44	35	31	44	35	31	97.8	100	100
Grade 6	31	34	31	30	34	30	30	34	30	96.8	100	96.8
All Grades	152	147	125	150	147	124	150	147	124	98.7	100	99.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2407.	2404.	2434.	5	13.95	12.00	28	25.58	36.00	33	18.60	36.00	35	41.86	16.00
Grade 4	2454.	2467.	2449.	9	11.43	7.89	30	22.86	34.21	30	48.57	23.68	30	17.14	34.21
Grade 5	2463.	2464.	2485.	7	8.57	12.90	11	14.29	16.13	41	28.57	32.26	41	48.57	38.71
Grade 6	2499.	2487.	2519.	10	5.88	13.33	13	17.65	33.33	40	38.24	30.00	37	38.24	23.33
All Grades	N/A	N/A	N/A	7	10.20	11.29	21	20.41	29.84	36	32.65	29.84	36	36.73	29.03

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	27.91	16.00	47	30.23	64.00	40	41.86	20.00
Grade 4	12	25.71	21.05	42	40.00	36.84	45	34.29	42.11
Grade 5	9	14.29	9.68	25	25.71	45.16	66	60.00	45.16
Grade 6	10	8.82	30.00	43	44.12	33.33	47	47.06	36.67
All Grades	11	19.73	19.35	39	34.69	43.55	50	45.58	37.10

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	11.63	16.00	51	48.84	60.00	35	39.53	24.00
Grade 4	12	14.29	10.53	58	51.43	44.74	30	34.29	44.74
Grade 5	7	11.43	12.90	41	28.57	48.39	52	60.00	38.71
Grade 6	10	8.82	10.00	43	50.00	53.33	47	41.18	36.67
All Grades	11	11.56	12.10	48	44.90	50.81	41	43.54	37.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	20.93	16.00	58	39.53	68.00	28	39.53	16.00
Grade 4	15	20.00	5.26	52	57.14	55.26	33	22.86	39.47
Grade 5	7	5.71	16.13	48	45.71	41.94	45	48.57	41.94
Grade 6	10	2.94	20.00	53	44.12	46.67	37	52.94	33.33
All Grades	11	12.93	13.71	53	46.26	52.42	36	40.82	33.87

Conclusions based on this data:

1. School wide 71% of our students met or nearly met the standard in Math. We moved from 31% Met or Exceed Standard to 41%.
2. School wide 29% of our students did not meet the standard.
3. School wide we are closing the gap every year and improving by at least 10% in our overall results.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1465.3	1477.5	1436.5	20
Grade 1	*	*	*	*
Grade 2	1482.9	1497.7	1467.7	15
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				61

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	15	75.00	*	*					20
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*					15
Grade 3			*	*					*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*			*
Grade 6			*	*	*	*	*	*	*
All Grades	30	49.18	23	37.70	*	*	*	*	61

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	18	90.00	*	*					20
Grade 1	*	*	*	*	*	*			*
Grade 2	12	80.00	*	*					15
Grade 3			*	*	*	*			*
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*	*	*			*
Grade 6			*	*	*	*			*
All Grades	43	70.49	11	18.03	*	*	*	*	61

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			20
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*	15
Grade 3			*	*	*	*			*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*			*	*	*	*	*
All Grades	20	32.79	16	26.23	17	27.87	*	*	61

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	18	90.00	*	*			20
Grade 1	*	*	*	*			*
Grade 2	12	80.00	*	*			15
Grade 3			*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6			*	*	*	*	*
All Grades	44	72.13	16	26.23	*	*	61

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	15	75.00	*	*			20
Grade 1	*	*	*	*			*
Grade 2	13	86.67	*	*			15
Grade 3			*	*			*
Grade 4	*	*			*	*	*
Grade 5	*	*	*	*			*
Grade 6			*	*			*
All Grades	40	65.57	20	32.79	*	*	61

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	11	55.00			20
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	15
Grade 3			*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*			*	*	*
All Grades	22	36.07	27	44.26	12	19.67	61

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	20
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	15
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6			*	*			*
All Grades	19	31.15	35	57.38	*	*	61

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
268	78.4%	21.6%	0.7%

This is the total number of students enrolled.

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

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

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

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	21.6%
Foster Youth	2	0.7%
Homeless	4	1.5%
Socioeconomically Disadvantaged	210	78.4%
Students with Disabilities	20	7.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	2	0.7%
Asian	5	1.9%
Filipino	1	0.4%
Hispanic	181	67.5%
Two or More Races	5	1.9%
White	68	25.4%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>Yellow</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. When it comes to suspensions, we have 1 group (English Language Learners) in orange and 1 group (Hispanic) in blue.
2. Our English Language Learners data is in the blue.
3. In our Math overall scores, we have 2 groups (Socioeconomically Disadvantaged and Hispanics) in orange.

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 9.3 points below standard Increased 18.4 points 116 students	<p>English Learners</p>  Yellow 46.5 points below standard Increased 20.7 points 30 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Yellow 9.5 points below standard Increased 28.6 points 100 students	<p>Students with Disabilities</p>  No Performance Color 96.2 points below standard Increased 41.8 points 13 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.9 points below standard Increased 27.6 points 77 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 Green 12.3 points above standard Increased 8.2 points 30 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
86.1 points below standard Increased 41.1 points 15 students	6.8 points below standard Increased 16.2 points 15 students	0.7 points above standard Increased 17.6 points 83 students

Conclusions based on this data:

1. Our students are progressing with many of our subgroups being yellow.
2. Our white subgroup was green.
3. Overall our school was yellow and it matched our subgroup. However there is a gap between our white subgroup being green and all other subgroups yellow.

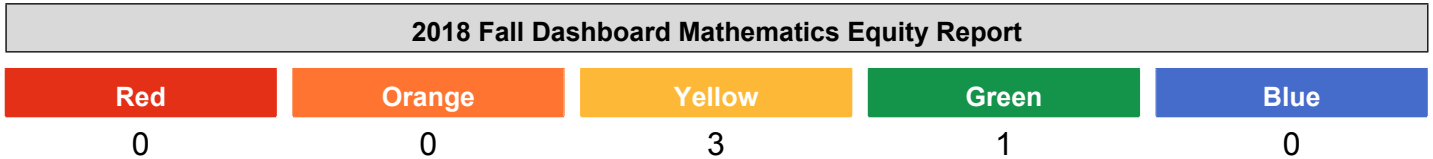
School and Student Performance Data

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 30.1 points below standard Increased 13 points 116 students	<p>English Learners</p>  Yellow 51.1 points below standard Increased 12.6 points 30 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Yellow 28 points below standard Increased 26 points 100 students	<p>Students with Disabilities</p>  No Performance Color 113.8 points below standard Increased 40.8 points 13 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.7 points below standard Increased 18.9 points 77 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 Green 6.2 points below standard Increased 7.9 points 30 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.3 points below standard Increased 15.1 points 15 students	22 points below standard Increased 18.4 points 15 students	25 points below standard Increased 12.3 points 83 students

Conclusions based on this data:

1. Overall our school rating is yellow.
2. Two of our subgroups (Socioeconomically Disadvantaged and Hispanic) received orange.
3. Our White subgroup and our English Language Learners scored yellow.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
61	49.2%	37.7%	8.2%	4.9%

Conclusions based on this data:

1. With our English Learner progress, we have a blue overall with our progress.
2. With our English Learner Progress, we have an orange when it comes to suspension because 1 of 3 suspensions was an EL student.
3. With our English Learner Progress, overall in academic progress we received yellow in ELA and Math.

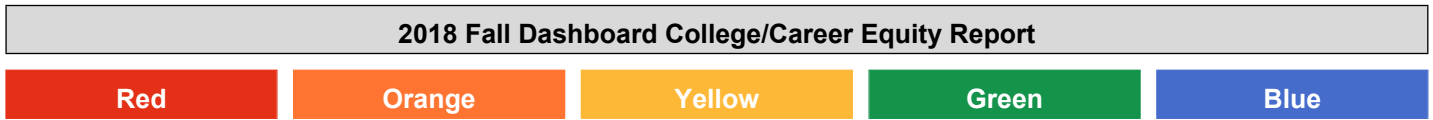
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

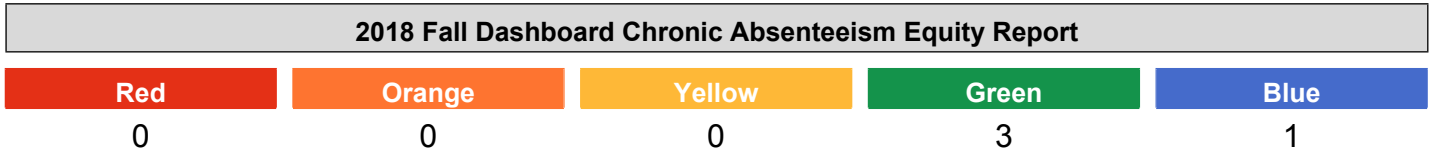
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>5.6% chronically absent</p> <p>Declined 1.9%</p> <p>284 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0% chronically absent</p> <p>Declined 1.7%</p> <p>61 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>6.3% chronically absent</p> <p>Declined 2.3%</p> <p>222 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>7.1% chronically absent</p> <p>Declined 1.9%</p> <p>28 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.8% chronically absent Declined 1.8% 186 students	 No Performance Color 0% chronically absent Declined 7.1% 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 9.7% chronically absent Declined 1% 72 students

Conclusions based on this data:

1. Our English Language Learners number has stayed pretty constant within 20% of the school wide enrollment.
2. Our enrollment has stayed steady around 270 for the last 3 years.
3. One of our subgroups with the largest % of chronic absenteeism is our white group with 13%.

School and Student Performance Data

Academic Engagement Graduation Rate

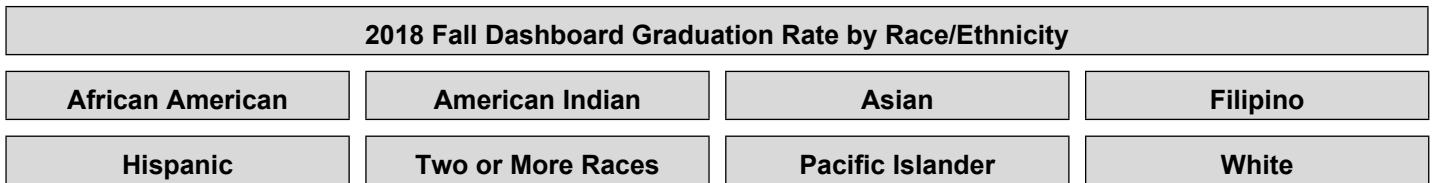
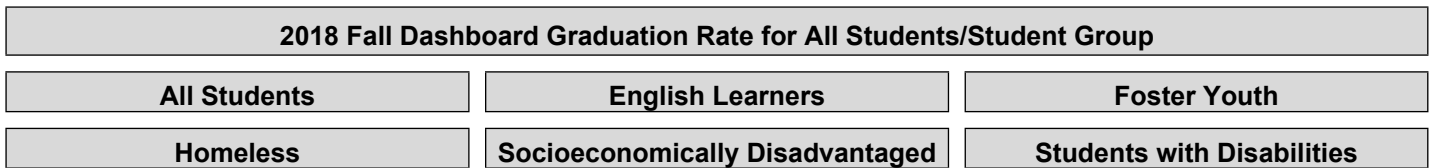
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

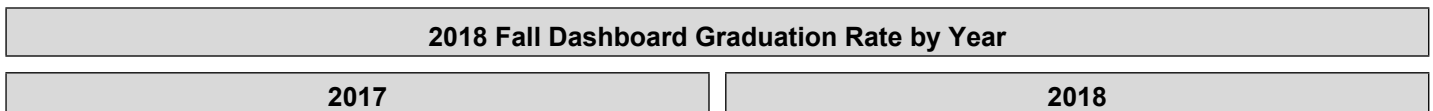
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

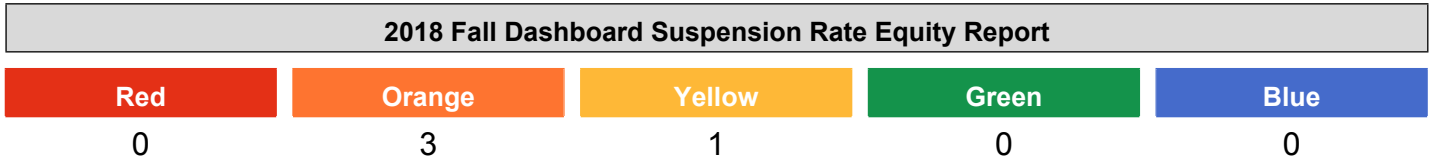
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 1.4% suspended at least once Increased 0.3% 289 students	<p>English Learners</p>  Yellow 1.6% suspended at least once Maintained 0% 61 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 7 students	<p>Socioeconomically Disadvantaged</p>  Orange 1.8% suspended at least once Increased 0.4% 227 students	<p>Students with Disabilities</p>  No Performance Color 7.1% suspended at least once Increased 2.6% 28 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.1% suspended at least once Increased 0.5% 188 students	 No Performance Color 0% suspended at least once Declined -6.7% 14 students	 No Performance Color 0 Students	 Orange 2.7% suspended at least once Increased 1.7% 74 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.7% suspended at least once	1% suspended at least once	1.4% suspended at least once

Conclusions based on this data:

1. We had a total of 3 suspensions in the 2017-2018 school year.
2. Out of the 3 suspensions, 2 of our students are hispanic and 1 is white.
3. All 3 of our suspensions are from socioeconomically subgroup.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The district will provide a high quality educational system to raise the academic achievement of ALL students.

Goal 1

SMART Goal ELA:

For the 2018-19 school year, Centerville will improve by 5 scale score points to move from Yellow to Green on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Centerville will improve by 5 scale score points to move from Yellow to Green on the Math CAASPP as evidenced by the CA Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA Percent Proficient 48% DF3 -12	We expect our % of percent met/exceeded to increase by 5% to 58%. We expect our DF3 to increase by from -12 to 10.
CAASPP Math	CAASPP Math Percent Proficient 41% DF3 -30	We expect our % of percent met/exceeded to increase by 5% to 51%. We expect our DF3 to increase by from -30 to 0.

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

Guided PLC Process
 (High Leverage Team Actions)
 Monthly Data Calendars
 Monthly Guided PLC Topics
 SMART Goal Template
 Monthly Teacher Data
 Meetings (Increase Frequency
 and Length 2 hrs)
 Common Assessments/IABs
 Identified for the Year

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)
51571	Title I
51571	LCAP Additional Site Allocation
2409.96	Title I
8215.44	Title I
3,000	Title I
3000	Title I
6098	LCAP Additional Site Allocation
497.60	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Library

- Provide up to date library books for students to check out
- Increase Dual Language book inventory

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5413.00

Source(s)

LCFF - Supplemental

LCFF - Supplemental

None Specified

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all Student Groups.

Goal 2

SMART Goal ELA:

For the 2018-19 school year, Centerville's Socioeconomically Disadvantaged will improve by 5 scale score points to move from Yellow to Green on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Centerville's English Learners will improve by 5 scale score points to move from Yellow to Green on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Centerville's SWD will improve by 5 scale score points to move from Red to Yellow on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Centerville's Socioeconomically Disadvantaged will improve by 5 scale score points to move from Orange to Yellow on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Centerville's English Learners will improve by 5 scale score points to move from Yellow to Green on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Centerville's SWD will improve by 5 scale score points to move from Red to Yellow on the Math CAASPP as evidenced by the CA Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA SED Percent Proficient 25% DF3 -49	Our SED students will increase from 25% to 35% met or exceeded.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>CAASPP ELA English Learners</p> <p>Percent Proficient 7%</p> <p>DF3 -86</p> <p>CAASPP ELA SWD</p> <p>Percent Proficient 0%</p> <p>DF3 -97</p>	<p>Our SED students will increase from -49 to -29 in DF3.</p> <p>Our English Learners will increase from 7% to 14% met or exceeded.</p> <p>Our English Learners will increase from -86 to -66 in DF3</p> <p>Our SWD will increase from 0% to 10% met or exceeded.</p> <p>Our SWD will increase from -97 to -77 in DF3.</p>
CAASPP Math	<p>CAASPP Math SED</p> <p>Percent Proficient 30%</p> <p>DF3 -63</p> <p>CAASPP Math English Learners</p> <p>Percent Proficient 20%</p> <p>DF3 -80</p> <p>CAASPP Math SWD</p> <p>Percent Proficient 0%</p> <p>DF3 -112</p>	<p>Our SED students will increase from 30% to 40% met or exceeded.</p> <p>Our SED students will increase from -63 to -43 in DF3.</p> <p>Our English Learners will increase from 20% to 30% met or exceeded.</p> <p>Our English Learners will increase from -80 to -60 in DF3</p> <p>Our SWD will increase from 0% to 10% met or exceeded.</p> <p>Our SWD will increase from -112 to -92 in DF3.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners and Students with Disabilities

Strategy/Activity

Provide Intervention Supports

- Intervention Teacher to meet with students daily
- Problem Solving Meetings
- Identify high quality materials to carry out the task

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)

20,000

4591

Source(s)

LCAP Additional Site Allocation

LCAP Intervention and Support

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

After school tutoring

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)

LCFF - Supplemental

None Specified

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.

Goal 3

SMART Goal for Suspensions - All Students 0%

SMART Goal for Suspensions - English Learners 0%

SMART Goal for Suspensions - SWD 0%

SMART Goal for Attendance - All Students 0%

SMART Goal for Attendance - English Learners 0%

SMART Goal for Attendance - SWD 0%

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	17-18 3 Suspension	We will decrease suspension to 0%
Attendance	17-18 96.32%	We will increase our attendance to 98%.

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, English Learners and Students With Disabilities

Strategy/Activity

PBIS

- Create a safe environment for students
- Establish expectations
- Provide incentives for The Charger Store
- Provide individual incentives for students in Tier 2 & Tier 3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide enrichment opportunities for students to feel connected to Centerville

- Establish Folklorico Club
- Establish Art Club
- Establish Photography Club
- Students will perform at school events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5578

LCFF - Supplemental

LCFF - Supplemental

LCFF - Supplemental

LCFF - Supplemental

LCFF - Supplemental

LCFF - Supplemental

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

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	\$146,363
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$146,363

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$146,363

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 8 Parent or Community Members

Name of Members	Role
Cristina Hernandez	Principal
Laura Wolfe	Other School Staff
Erin Heryford	Other School Staff
Jennifer Cawelti	Classroom Teacher
Natalie Valdez	Classroom Teacher
Ashley Martinez	Classroom Teacher
Martha Sanchez	Classroom Teacher
Kayla Price	Parent or Community Member
Jennifer Anderson	Parent or Community Member
Andrea Perez Valera	Parent or Community Member
Angie Mendez	Parent or Community Member
Bertha Campos	Parent or Community Member
Katie Adams	Parent or Community Member
Araceli Negrete	
Yolanda Macias	

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 .

Attested:

Principal, Cristina Hernandez on

SSC Chairperson, Laura Wolfe on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019