

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
SEQUOIA ELEMENTARY SCHOOL	10-62414-0123463	11/8/18	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).

Each year Sanger Unified sends home a parent survey with every student. The following are the findings from last year parent survey.

The three most common positive comments Sequoia received. 1. Sequoia Staff (91 comments) 2. **Happy, or satisfied with their experience here at Sequoia** (34 comments) 3. Maintenance and Facility (30 comments) The following are the most common suggestions. 1. Cafeteria (23 comments) 2. Communication (20 comments) 3. Parking Lot (15 comments)

Classroom Observations

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

Informal classroom observations are made daily. Formal classroom observations are made once during the fall, winter, and spring for non tenured teachers. Formal observations are completed once in the fall and once in the spring for tenured teachers.

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)

Sequoia Elementary is a Professional Learning Community School. All grade level PLC's meet weekly to discuss what is going to be taught, how it will be taught, how they will know when students have learned it, and what their next steps will be. Each PLC develops common formative and summative assessments which are used to modify their instruction.

District assessments have been developed and are used to see how we are doing on Claim Data. These assessments also help our teachers make adjustments to their instruction.

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

Grade Level Professional Learning Communities analyze student data on a regular bases. It is used to identify concepts that need reteaching as well as students who are not progressing. Teachers use this information to modify their instruction as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sequoia Elementary is staffed with highly qualified teachers.

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

Sequoia Elementary uses State Board of Education adopted material for all of its core subjects. All teachers have been provided professional development on how to use the materials effectively in their classrooms.

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

Professional development provided by the district is focused on strategies to implement the common core state standards. Site professional development is focused on topics and strategies that support the our Instructional Vision.

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

Sequoia Elementary has a Curriculum Support Provider (CSP), an Instructional Support Provider (ISP), and a Literacy Specialist Teacher (LST) to support teachers on a daily basis. Our CSP and ISP assist teachers with curriculum needs and both serve as an instructional coach. Our literacy specialist teacher supports our TK-3rd Grade teachers with their implementation of guided reading and any other early literacy needs.

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

Sequoia teachers work collaboratively in grade level Professional Learning Communities on a weekly basis. Teachers meet to design lessons, assessments, look at data, and share best practices.

Teaching and Learning

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

Grade level PLC's begin with the California State Standards to plan their lessons. They meet to align curriculum, instruction, and materials to the content and performance standards. As a PLC they identify what they want students to know and how they will know they have learned it. They also identify what they will do if students do not learn it and what they will do if they already know it. The district has provided a unit guide that our teachers use to help develop their pacing.

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

Sequoia adheres to the recommended number of instructional minutes for both English Language Arts and Math.

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

Teachers have pacing calendars which are living documents and are adjusted based on student needs. Our master schedule includes RtI time during the day to provide students with Tier 2 interventions as well as English Language Development for our English Learners.

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

Standards based instructional materials are used in all classrooms and available for all students.

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

All materials used at Sequoia Elementary have been approved by the State Board of Education.

Opportunity and Equal Educational Access

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

All students receive Tier 1 support in the classroom. Students that need further support receive Tier 2 intervention with an intervention teacher.

Evidence-based educational practices to raise student achievement

Research based programs are utilized during Tier 2 and 3.

Parental Engagement

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

Sequoia Elementary is fortunate to have the Learning Enrichment Activity Program (LEAP) which provides tutoring services for students at Sequoia. Many teachers also provide students with after school intervention.

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)

Sequoia Elementary has a school site council which meets to plan, implement and evaluate all ConnApp programs.

Funding

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

All students receive tier 1 instruction. Students that need reading support receive a tier 2 or 3 intervention. Students in Tier 2 are serviced by our two intervention teachers.

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

Our SSC meets five times a year to plan, revise, and review our SPSA. The SSC is made up of five parents, 3 teachers, 1 other staff, and the principal.

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	0.2%	0.0%	0.31%	1	0	2
African American	5.4%	4.2%	4.97%	28	24	32
Asian	33.6%	34.0%	34.94%	175	193	225
Filipino	1.7%	1.9%	1.55%	9	11	10
Hispanic/Latino	46.6%	47.4%	45.03%	243	269	290
Pacific Islander	0.4%	0.4%	0.47%	2	2	3
White	9.0%	9.0%	9.16%	47	51	59
Multiple/No Response	3.1%	0.9%	1.71%	16	5	11
Total Enrollment				521	567	644

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	100	108	106
Grade 1	75	78	99
Grade 2	75	79	86
Grade 3	70	92	85
Grade 4	69	68	102
Grade 5	67	72	73
Grade 6	65	70	93
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	521	567	644

Conclusions based on this data:

1. Our student groups have increased over the last three years due to our overall growth.

2. When looking at the percentages, our Asian population slightly increase while our hispanic population has decreased.
3. Overall our population grew from 521 to 644 over three years.

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	122	114	102	23.4%	20.1%	15.8%
Fluent English Proficient (FEP)	47	63	91	9.0%	11.1%	14.1%
Reclassified Fluent English Proficient (RFEP)	24	27	41	18.8%	22.1%	36.0%

Conclusions based on this data:

1. Our English Learner population has decreased over three years from 23% to 16%.
2. Our RFEP population increased from 18% to 36%
3. Our FEP population grew as well from 9% to 14%.

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	72	93	90	69	93	90	69	93	90	95.8	100	100
Grade 4	68	69	102	68	68	100	68	68	100	100	98.6	98
Grade 5	67	71	77	66	71	75	66	71	75	98.5	100	97.4
Grade 6	64	70	99	64	70	99	64	70	99	100	100	100
All Grades	271	303	368	267	302	364	267	302	364	98.5	99.7	98.9

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	2430.	2415.	2457.	22	19.35	35.56	29	19.35	26.67	26	29.03	26.67	23	32.26	11.11
Grade 4	2472.	2461.	2462.	19	25.00	24.00	26	19.12	26.00	26	29.41	20.00	28	26.47	30.00
Grade 5	2511.	2519.	2498.	23	26.76	17.33	30	32.39	32.00	24	23.94	22.67	23	16.90	28.00
Grade 6	2533.	2535.	2514.	16	18.57	11.11	38	31.43	31.31	31	30.00	33.33	16	20.00	24.24
All Grades	N/A	N/A	N/A	20	22.19	21.98	31	25.17	28.85	27	28.15	25.82	22	24.50	23.35

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	14	18.28	25.56	59	46.24	52.22	26	35.48	22.22	
Grade 4	21	22.06	19.00	51	52.94	53.00	28	25.00	28.00	
Grade 5	26	19.72	29.33	42	53.52	36.00	32	26.76	34.67	
Grade 6	16	21.43	17.17	58	58.57	41.41	27	20.00	41.41	
All Grades	19	20.20	22.25	53	52.32	46.15	28	27.48	31.59	

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	29	19.35	35.56	51	50.54	48.89	20	30.11	15.56
Grade 4	22	23.53	24.00	54	45.59	48.00	24	30.88	28.00
Grade 5	26	33.80	25.33	45	50.70	46.67	29	15.49	28.00
Grade 6	19	26.09	20.20	58	49.28	47.47	23	24.64	32.32
All Grades	24	25.25	26.10	52	49.17	47.80	24	25.58	26.10

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	23	13.98	27.78	67	69.89	67.78	10	16.13	4.44
Grade 4	16	14.71	14.00	75	63.24	65.00	9	22.06	21.00
Grade 5	17	33.80	12.00	70	53.52	68.00	14	12.68	20.00
Grade 6	17	18.57	17.17	77	74.29	66.67	6	7.14	16.16
All Grades	18	19.87	17.86	72	65.56	66.76	10	14.57	15.38

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	17	25.81	37.78	64	50.54	55.56	19	23.66	6.67
Grade 4	26	19.12	28.00	56	61.76	44.00	18	19.12	28.00
Grade 5	36	35.21	25.33	52	50.70	49.33	12	14.08	25.33
Grade 6	31	28.57	22.22	59	52.86	59.60	9	18.57	18.18
All Grades	28	27.15	28.30	58	53.64	52.20	15	19.21	19.51

Conclusions based on this data:

1. 51% of our students met or exceeded ELA standards. This is a 4% increase from last year.
2.
 - 3rd grade ELA had an increase of 22% - from 39% to 61% meeting and exceeding
 - 4th grade increased 6% in ELA from 44% to 50% meeting and exceeding.
 - 5th grade ELA had a decrease of 6% from 56% to 50% meeting and exceeding.
 - 6th grade had a 8% decrease in ELA from 50% to 42% meeting and exceeding.
3. Overall growth needed in Reading and Writing claims.

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	72	93	90	69	93	90	69	93	90	95.8	100	100
Grade 4	68	69	102	68	68	100	68	68	100	100	98.6	98
Grade 5	67	71	77	66	70	75	66	70	75	98.5	98.6	97.4
Grade 6	64	70	99	64	70	99	64	70	99	100	100	100
All Grades	271	303	368	267	301	364	267	301	364	98.5	99.3	98.9

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	2439.	2448.	2449.	22	24.73	20.00	30	30.11	38.89	32	23.66	28.89	16	21.51	12.22
Grade 4	2471.	2470.	2460.	13	13.24	12.00	26	33.82	25.00	44	33.82	40.00	16	19.12	23.00
Grade 5	2507.	2517.	2489.	21	21.43	9.33	21	24.29	21.33	26	34.29	42.67	32	20.00	26.67
Grade 6	2548.	2540.	2499.	17	24.29	13.13	34	20.00	16.16	31	31.43	36.36	17	24.29	34.34
All Grades	N/A	N/A	N/A	18	21.26	13.74	28	27.24	25.27	33	30.23	36.81	20	21.26	24.18

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	36	41.94	36.67	33	34.41	42.22	30	23.66	21.11	
Grade 4	21	22.06	22.00	41	44.12	37.00	38	33.82	41.00	
Grade 5	30	28.57	9.33	27	44.29	42.67	42	27.14	48.00	
Grade 6	36	34.29	18.18	41	32.86	35.35	23	32.86	46.46	
All Grades	31	32.56	21.98	36	38.54	39.01	34	28.90	39.01	

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	28	22.58	32.22	49	49.46	47.78	23	27.96	20.00
Grade 4	19	16.18	18.00	53	48.53	49.00	28	35.29	33.00
Grade 5	26	20.00	16.00	36	57.14	48.00	38	22.86	36.00
Grade 6	23	22.86	11.11	53	54.29	51.52	23	22.86	37.37
All Grades	24	20.60	19.23	48	52.16	49.18	28	27.24	31.59

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	30	35.48	34.44	54	47.31	53.33	16	17.20	12.22
Grade 4	21	20.59	24.00	56	52.94	40.00	24	26.47	36.00
Grade 5	23	15.71	10.67	53	68.57	62.67	24	15.71	26.67
Grade 6	16	28.57	12.12	63	45.71	44.44	22	25.71	43.43
All Grades	22	25.91	20.60	56	53.16	49.18	21	20.93	30.22

Conclusions based on this data:

1. 39% of our students met or exceeded Math standards.
2.
 - 3rd grade Math increased 4% from 55% to 59%.
 - 4th grade math decreased 9% from 47% from 38%.
 - 5th grade math decreased from 43% to 32%.
 - 6th grade math decreased by 15% from 44% to 29%.
3.
 - - Growth needed in concepts & procedures, communication reasoning, and solving/modeling/data analysis.

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	1438.9	1434.7	1448.2	22
Grade 1	1471.2	1476.6	1465.4	26
Grade 2	1491.3	1497.6	1484.6	20
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				94

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	*	*	*	*	*	*	*	*	22
Grade 1	12	46.15	*	*	*	*	*	*	26
Grade 2	11	55.00	*	*	*	*			20
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4			*	*	*	*			*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*	*	*			*
All Grades	39	41.49	34	36.17	15	15.96	*	*	94

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	*	*	*	*	*	*	*	*	22
Grade 1	17	65.38	*	*	*	*	*	*	26
Grade 2	14	70.00	*	*					20
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*					*
All Grades	52	55.32	28	29.79	*	*	*	*	94

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	*	*	*	*	*	*	*	*	22
Grade 1	12	46.15	*	*	*	*	*	*	26
Grade 2	*	*	13	65.00	*	*			20
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4			*	*			*	*	*
Grade 5	*	*	*	*	*	*			*
Grade 6			*	*	*	*			*
All Grades	26	27.66	32	34.04	24	25.53	12	12.77	94

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	16	72.73	*	*	*	*	22
Grade 1	17	65.38	*	*	*	*	26
Grade 2	*	*	*	*			20
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*			*
All Grades	53	56.38	36	38.30	*	*	94

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	*	*	13	59.09	*	*	22
Grade 1	17	65.38	*	*	*	*	26
Grade 2	18	90.00	*	*			20
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	59	62.77	28	29.79	*	*	94

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	*	*	14	63.64	*	*	22
Grade 1	14	53.85	*	*	*	*	26
Grade 2	*	*	12	60.00	*	*	20
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*			*	*	*
All Grades	32	34.04	45	47.87	17	18.09	94

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	13	59.09	*	*	*	*	22
Grade 1	*	*	19	73.08	*	*	26
Grade 2	*	*	18	90.00			20
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6			*	*			*
All Grades	24	25.53	63	67.02	*	*	94

Conclusions based on this data:

1. 76% of our EL students scored 3 or 4 on the ELPAC.
2. 23.9% our EL students scored a 1 or 2 on the ELPAC.
3. Written Language is the area needing growth with first and second graders.

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
644	65.2%	15.8%	1.1%

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	102	15.8%
Foster Youth	7	1.1%
Homeless	3	0.5%
Socioeconomically Disadvantaged	420	65.2%
Students with Disabilities	39	6.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	5.0%
American Indian	2	0.3%
Asian	225	34.9%
Filipino	10	1.6%
Hispanic	290	45.0%
Two or More Races	12	1.9%
Pacific Islander	3	0.5%
White	59	9.2%






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
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Our suspension rate increased by 0.7% during the 17-18 school year.
2. Our highest performing indicator was with our english learner population.
3. We increased 4.8 points on the math indicator.

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 0.3 points below standard Maintained 1 points 342 students	<p>English Learners</p>  Orange 7.4 points below standard Maintained -2.7 points 105 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Orange 15.6 points below standard Maintained -1.8 points 238 students	<p>Students with Disabilities</p>  No Performance Color 56 points below standard Increased 40.8 points 25 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 45.7 points below standard Increased 18.4 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Yellow 6.9 points above standard Declined -4.5 points 118 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.1 points below standard Maintained 0.8 points 159 students	 No Performance Color 53.8 points above standard 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 24.2 points above standard Increased 10.5 points 26 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
62.1 points below standard Increased 44.7 points 24 students	8.8 points above standard Declined -13.4 points 81 students	2.6 points above standard Increased 4 points 228 students

Conclusions based on this data:

- The English Language Arts indicators shows a decrease of -4.1 points.
- The English Language Arts indicators shows our African American population decreased by -21.6 points.
- The English Language Arts indicators shows our Students with Disabilities increased by 15.3 points.

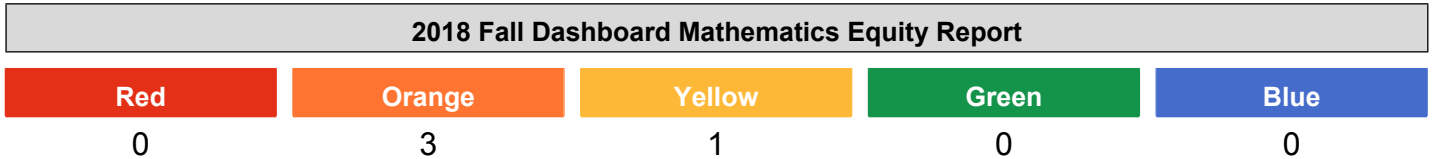
School and Student Performance Data

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 23.1 points below standard Declined -19.2 points 342 students	<p>English Learners</p>  Orange 29.9 points below standard Declined -22.5 points 105 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Orange 34.8 points below standard Declined -20.1 points 238 students	<p>Students with Disabilities</p>  No Performance Color 82.4 points below standard Increased 30 points 25 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 52.4 points below standard Declined -5.1 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Yellow 14.5 points below standard Declined -20 points 118 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 37.3 points below standard Declined -21.3 points 159 students	 No Performance Color 31.2 points above standard 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 8.6 points above standard Declined -13 points 26 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
78.9 points below standard Increased 17 points 24 students	15.4 points below standard Declined -31.3 points 81 students	20.2 points below standard Declined -17.7 points 228 students

Conclusions based on this data:

1. The Mathematics indicators shows an increase of 4.8 points overall.
2. The Mathematics indicators shows our Students With Disabilities' progress increased by 32.7 points.
3. The Mathematics indicator shows our Hispanic population's progress increased by 11.4 points.

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
94	41.5%	36.2%	16%	6.4%

Conclusions based on this data:

1. The English Progress indicators shows an increase of 19.6%.
2. Our English Learners had a decrease in the English Language Arts indicator.
3. Our English Learners had a decrease in the Mathematics indicator.

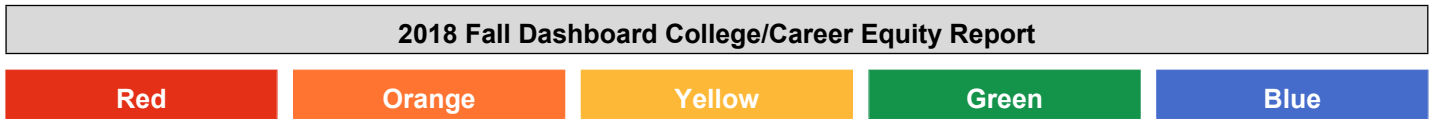
School and Student Performance Data

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.

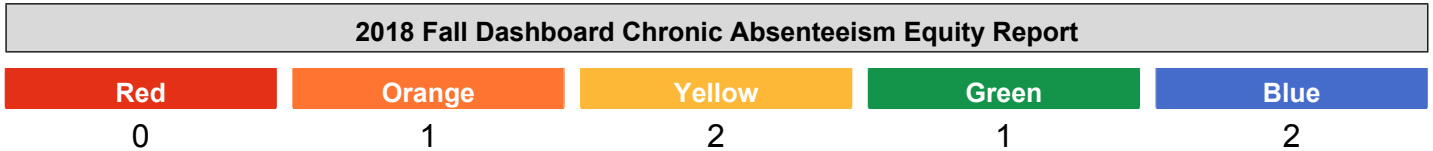
School and Student Performance Data

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		
All Students	English Learners	Foster Youth
 Yellow	 Blue	 No Performance Color
3.5% chronically absent	1.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.7%	Declined 1.7%	9 students
691 students	112 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Yellow
Less than 11 Students - Data Not Displayed for Privacy	4.2% chronically absent	4.2% chronically absent
3 students	Increased 0.9%	Increased 0.9%
	474 students	48 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.1% chronically absent Increased 9.1% 33 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 1.6% chronically absent Maintained 0.4% 245 students	 No Performance Color 0% chronically absent Maintained 0% 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.7% chronically absent Maintained 0.1% 324 students	 No Performance Color 0% chronically absent Maintained 0% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Orange 5.6% chronically absent Increased 3.6% 54 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

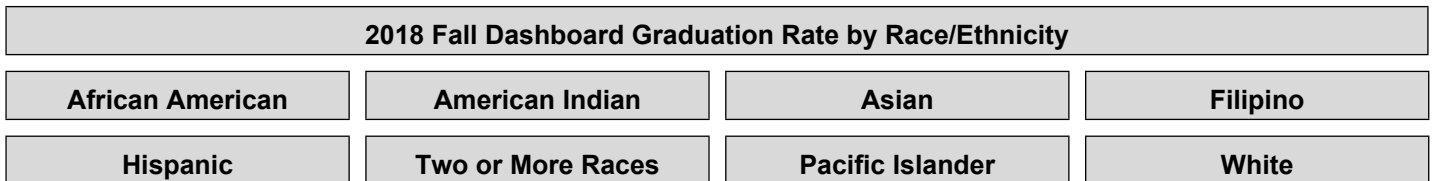
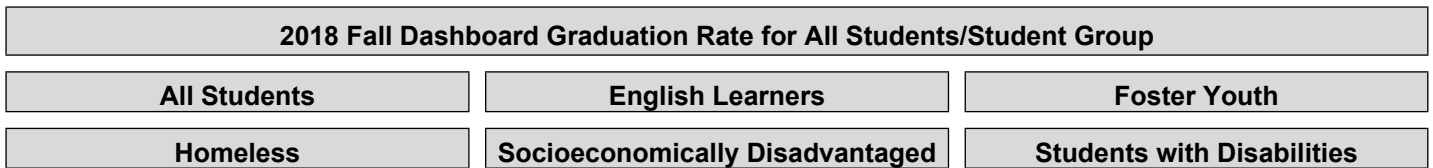
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

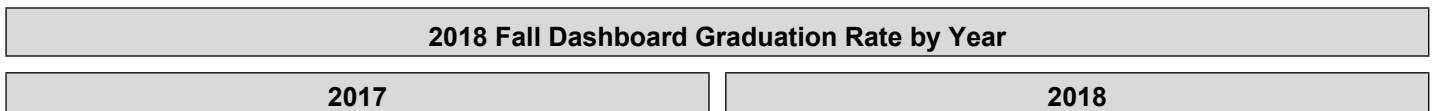
This section provides number of student groups in each color.



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.

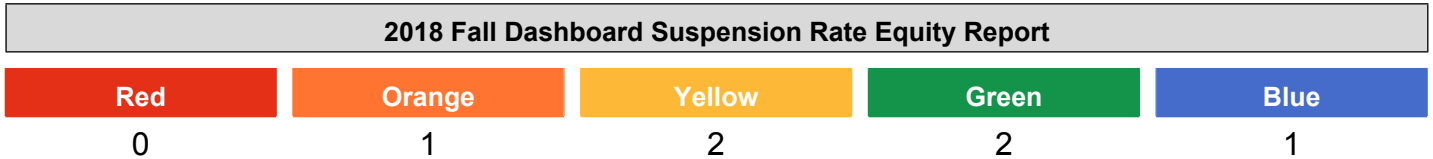
School and Student Performance Data

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>  <p>Green</p> <p>1.4% suspended at least once</p> <p>Declined -0.4%</p> <p>707 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>0.9% suspended at least once</p> <p>Increased 0.9%</p> <p>114 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>12 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 3 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.6% suspended at least once</p> <p>Declined -0.4%</p> <p>486 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>4.1% suspended at least once</p> <p>Increased 1.1%</p> <p>49 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5.9% suspended at least once Increased 1.9% 34 students	 No Performance Color Less than 11 Students - Data 3 students	 Yellow 1.2% suspended at least once Maintained 0.2% 248 students	 No Performance Color 0% suspended at least once Declined -9.1% 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.5% suspended at least once Declined -0.7% 336 students	 No Performance Color 0% suspended at least once Maintained 0% 17 students	 No Performance Color Less than 11 Students - Data 4 students	 Blue 0% suspended at least once Declined -1.8% 54 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.1% suspended at least once	1.8% suspended at least once	1.4% suspended at least once

Conclusions based on this data:

1. The suspension indicator shows a decline in our students with disabilities.
2. The suspension indicator shows a slight increase in the percentage of suspension for our Asian, African American, and Hispanic populations.
3. Overall we had a 0.7% increase with the suspension indicator.

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

5SMART Goal ELA:

For the 2018-19 school year, Sequoia will improve by 11 scale score points to move from -1 to +10 yellow to green on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Sequoia will improve by 25 scale score points to move from -25 to 0 green to blue 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 51% DF3 -1	Percent Proficient 56% DF3 +10
CAASPP Math	CAASPP Math Percent Proficient 39% DF3 -25	Percent Proficient 44% DF3 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

CSP

Provide professional development in district/ site literacy materials.

Schedule classroom observations and coaching opportunities. Cost for Subs to cover classroom teachers.

Identify high quality materials needed to carry out the task.

Organize and monitor Tier II and Tier III Interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

51571.00

Title I

51571.00

LCAP Additional Site Allocation

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

Books for classroom libraries.

Research and purchase books to place in classroom libraries in order to support early literacy.

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)

1000.00

LCAP Additional Site Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Implement the California State Standards in all classrooms.

Research and obtain the necessary materials to support the implementation of California State Standards.

Provide materials for small group Tier I intervention.

Provide subs for teachers to assess students on BAS, DPA, etc.

UDL

- Continue PD with Katie Gault with a focus on Representation. Modeling lessons for staff.
- Add UDL component to our focus walk form.
- Instructional Rounds focused on UDL check points.

Continued PD at staff meetings re: Academic Discourse to promote high level classroom discussions.

Time for peer observations.

Whole staff training on PLC's. Activities to identify collective commitments.

Whole day PLC Leadership training held 9/17/18.

LST, CSP, and Principal will promote and support Balanced Literacy in all grade levels by modeling read alouds and writing lessons.

1st, 2nd, and 3rd grade will continue deploying for guided reading. Focus on Behaviors to Notice

Adjust 3rd grade Daily Five to provide students with more practice with grade level standards.

First Grade continuing the use of Readers Workshop and beginning to implement Writers Workshop.

LST pushing into PD days in order to support teams with writing.

LST will model writing lessons.

Purchase Guided Reading and Writing books.

LST utilizes Guided Reading Health Check with teachers during the coaching cycle.

Utilize XtraMath, Daily Math Fact fluency practice, Rocket Math, Afterschool Math Intervention, small group Tier1 deployment.

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)

3447

LCAP Additional Site Allocation

7000.00

LCAP Additional Site Allocation

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

ISP

- Provide professional development in district/ site technology and math.
- Schedule classroom observations and coaching opportunities.
- Cost for Subs to cover classroom teachers.
- Identify high quality materials needed to carry out the task.
- Ensure all grade levels are doing number talks consistently. ISP to model or cover class for new teachers to observe.

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)

52462.00

Title I

52462.00

LCAP Additional Site Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students in TK-5th grade.

Strategy/Activity

Provide reading interventions for all students. Renew contract with Lexia.

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)

10000.00

LCAP Additional Site Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Focus on HLTA-3:

- Provide PD by CSP and ISP on minimum day with the High Quality Assessment Diagnostic and Discussion tool for all staff members.

- Ensure 3rd-6thgrade PLC's use IAB's in addition to CFA's.
- CFA review and feedback given by CSP, ISP, LST, and Principal assigned to the grade level.
- Utilize Measuring Up/Edulastic/Illuminate with 3rd-6thGrade – online testing for CFA's

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000.00

LCAP Additional Site Allocation

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

Schedule data talks with PLC's and Individuals.

-Cost of roving subs to cover classrooms while teachers and PLC's meet with admin to discuss student progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000.00

LCAP Additional Site Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Purchase replacment projectors and bulbs to be used in classrooms for instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8000

LCAP Additional Site Allocation

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Provide enrichment opportunities for students.

- Cost of art teacher and supplies.
- After school enrichment for students.

GATE, GAP, DANCE, ART, Tech Club, Year Book, Coding Club, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6216.00

LCAP Enrichment K-8

4200.00

LCAP Enrichment K-8

1000

LCAP Enrichment K-8

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Books for Library

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)

3078.00

LCAP Library

8000.00

LCAP Library

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 subgroups.

Goal 2

SMART Goal ELA:

For the 2018-19 school year, Sequoia Socioeconomically Disadvantaged will improve by 8 scale score points to move from -13.8 to -5 (Yellow to Green) on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Sequoia English Learners will improve by 14.7 scale score points to move from -4.7 to +10 (Yellow to Green) on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Sequoia SWD will improve by 26.7 scale score points to move from -96.7 to -70 (Red to Orange) on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Sequoia Socioeconomically Disadvantaged will improve by 3 scale score points to move from -14.7 to -11.7 (Yellow to Green) on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Sequoia English Learners will improve by 7.4 scale score points to move from -7.4 to 0 (Yellow to Green) on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Sequoia SWD will improve by 17.4 scale score points to move from -112.4 to -95 (Orange 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 SED -13.8	ELA SED -5
	ELA EL -4.7	ELA EL +10
	ELA SWD -96.7	ELA SWD -70

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Math SED -14.7	Math SED -11.7
	Math EL -7.4	Math EL 0
	Math SWD -112.4	Math SWD -95

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL, SWD, SED, and any Students in TIER II and III.

Strategy/Activity

Ensure the strategic use and analysis of SMART Goals.
 Going back to basics with SMART goal forms and how to use results. (Planned Response)
 Tier 1 deployments
 Ensure protected time for small group pull back
 Continue to refine Integrated and Designated ELD to address students needs.

- Providing PD for teachers at staff meetings.
- Utilize Sanger Learns.

Continue training with ELPAC for teachers.

UDL focus on representation. Provide PD with DIS re: identifying barriers and planning to create access for all.

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)

200

Source(s)

LCAP Additional Site Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students identified as needing Tier II and III Rtl services.

Strategy/Activity

The cost of 2 Intervention Teachers.

Meet with Intervention Team to discuss and identify students needing Tier II interventions.

Identify the research based program that will be utilized to meet the needs of students in Tier II.

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)
34345	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students identified as needing Tier II and III Rtl services, or students that may require extra support in Tier I.

Strategy/Activity

Meet the needs of student requiring intervention. Develop an intensive school-wide intervention program that meets the needs of English Learners and students below grade level.

- Identify the research based program that will be utilized to meet the needs of students in Tier II.
- Purchase supplemental resources to support EL students.
- Purchase materials and supplies needed for Tier I and Tier II interventions
- Math Intervention after school and home work lab.
Ongoing Math Facts SMART goals. After school Math Intervention starting after Form B math facts.

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	LCAP Intervention and Support
8397	LCAP Intervention and Support

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Continue with ILP planning day utilizing Ellevation. Including CSP, ISP, LST, Principal, classroom teacher, ELD teachers, and students in the meeting.

Cost of roving sub

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

LCAP Additional Site Allocation

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

Provide a safe environment for all students where students want to attend on a daily basis. Follow the Positive Behavior Champions model to change the school culture.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	1.8%	1.0%

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

New Items for P.A.W.S. student store and for WILDCAT GOLD.
 School-wide P.A.W.S. Refreshers scheduled for Oct. and January due to large number of referrals historically.
 Schedule P.A.W.S. refresher (2nd Passport Day) for small group of students.
 Based on referral data at start of Tri II and III schedule a PA.W.S. refresher for students with multiple referrals.
 Identified students that received referrals for physical aggression and sent home Permission slips at the beginning of Sept. for Hands Off Academy.

Second Step
 Schedule of weekly lessons.
 Staff given monitoring sheet to track lessons.

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	LCAP PBIS

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

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

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

School Site Council Membership

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

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

Name of Members	Role
Nichole Rosales	Principal
Beu Her	Other School Staff
Tyler Yost	Classroom Teacher
Ricky Lee	Classroom Teacher
Dana Moritz	Classroom Teacher
Mae Xiong	Parent or Community Member
Susan Her	Parent or Community Member
Natalie Beck	Parent or Community Member
Justin Bell	Parent or Community Member
Andrea Muehlhaus	Parent or Community Member

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

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 10/18/16.

Attested:

Principal, Nichole Rosales on

SSC Chairperson, Natalie Beck 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