School Plan for Student Achievement (SPSA) Belle Haven School

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

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Belle Haven Elementary School	41 68999 6044309	January 9, 2020	January 16, 2020

Purpose and Description

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

Belle Haven is designated as Additional Targeted Support and Improvement. The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, the Ravenswood City School District has addressed the LCAP 8 State Priority Goals. For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Lara Burenin
Position: Director of Curriculum and Instruction
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E-mail Address: lburenin@ravenswoodschools.org

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

The SPSA review was presented at our School Site Council & /English Language Advisory Committee Meetings in December & January. The site leadership team reviewed the 2019-20 SPSA January 7, 2020 and the School Site Council/English Language Advisory Committee met again on January 9, 2020 to approve the plan.

Resource Inequities

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

Our District serves approximately 2,000 students in Transitional Kindergarten through Eighth grades. 57% of our students are English Language Learners and 6 out of our 6 schools qualify for Title I funding. While we work hard to meet state and federal accountability requirements, we are committed to more than just the academic performance of our students. We also strive to meet our students' developmental needs -- intellectual, physical, mental, and social-emotional -- through a wide variety of programs offered during and after the school day.
Over 90% of our families qualify for free and reduced lunch. The rising cost of living in our area is a tremendous challenge to many, and a significant percentage are homeless or have unstable housing. Our students experience the stresses and traumas associated with growing up in poverty. Attendance can thus be a challenge. We also have an increasing number of Newcomer students who arrive to our district from another country speaking little to no English, who may have experienced trauma in their journey from their home to Ravenswood.
We endeavor to meet the wide ranging needs of our students, although teacher turnover has hindered our ability to improve student achievement. For the past few years teachers have moved out of the area due to the high cost of living in our area. We then need to train teachers every year who are new to our district, and often early in their teaching career.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

LEA Goal: All students will receive high quality instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professional support teachers.

Site Goals:

1. CAASPP: The school will increase by 10 points in English Language Arts as well as Math.

2. All students at grade level will increase reading scores by one year as measured by Fountas and Pinnell beginning of year and end of year assessments. In addition, all students who are below grade level will increase 1.5 grade levels as measured by Fountas and Pinnell beginning of year and end of year assessments.

3. The ELA Literacy coaches, with support from Instruction Partners and Site Administrator, will support all teachers and guide them to the proper professional training needed to understand the district curriculum.

4. The school will support Professional Learning Communities with resources and 90 weekly minutes of collaboration time to meet site specific needs.

Identified Need

As reflected in the 2018-2019 CAASPP data, the 3rd through 8th grade student proficiency declined in both ELA & Math. With high teacher turnover in the district, it is extremely important to keep all new teachers trained while pushing the veteran teachers to grow in their practice.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 CAASPP ELA Scores	70.7 points below standard	60.7 points below standard
2019 CAASPP Math Scores	92.2 points below standard	82.2 points below standard
Classroom teacher retention numbers	There are 13 classroom teachers, 2 special education teachers, two enrichment teachers, 2 teachers on special assignment, and .5 reading recovery teachers. Currently, there are five new classroom teachers.	All classroom teachers, special education teachers, and support teachers will return for the 2020-2021 school year.
Fountas and Pinnell individual student scores.	Growth from BOY to EOY F&P scores per grade level.	Grade levels will increase their Students Meeting Grade Level Expectations by 10% from BOY to EOY
Hours the TOSA spends with coaching	Hours Logs	50% of the TOSAs time is spent coaching.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Teachers will be given a budget for supplemental supplies to enhance student learning and access to the curriculum. In addition, the school will provide all supplies necessary to implement the curriculum with fidelity.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$4,225	General Fund - Object Code 4000 & Mgmt. Code 101 - Regular Education - Instructional Materials
$1,899	General Fund - Object Code 4000 & Mgmt. Code 101 - Regular Education - Office supplies
$5,078	General Fund - Object Code 4000 & Mgmt. Code 405 - School Administration Office & Other supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students in 3rd-5th grades

Strategy/Activity

There will be test preparation sessions after school during the months of March and April.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$5,000	Object Code 4000 & Mgmt. Code 303 (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Utilize campus relations, school support personnel, and yard duty to ensure that students are in a safe environment and maximize their time inside of the classroom so they don't miss instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)

$53,093	Object Code 2000 & 3000 & Mgmt. Code 101 - General Fund - Campus Relations Coordinator
$53,414	Object Code 2000 & 3000 & Mgmt. Code 101 - General Fund - School Support - 1.3 people
$13, 286	REF Fund - School Support - 0.3 people

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide incentives for all students when they show significant growth according to Fountas and Pinnell. Reading Rock stars!

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$2,000	Object Code 4000 & Mgmt. Code 303 - (Title I)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide the staff with materials & 90 weekly minutes of collaboration time necessary for Professional Learning Communities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$2,000	REF Funded - Object Code 4000 & 5000

Goal 2

LEA Goal: All students Pre-K through 5th grade will have equitable access to programs, supports, and services as needed to respond to students' behavioral, social emotional and academic needs.
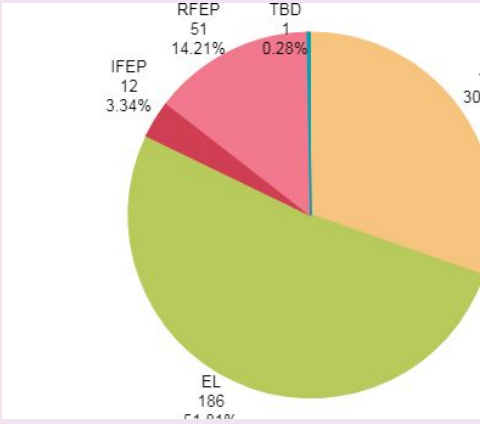
Site Goals:

1. TK-5th grade students who are behind grade level will increase reading comprehension by 1.5 grade levels with the support of the reading intervention teachers and with the assistance of the After School Building Readers program.

2. Student referrals will decrease by 5% and attendance will increase by 40% by incorporating positive incentives.

3. Students who require social-emotional support will have access to a site-based counselor.

4.. African American students and students with disabilities will increase attendance and decrease suspensions.

5.. All teachers will integrate ELD and Common Core practices into all content areas of instruction and increase the percentage of students reclassified from 14.21% to 20%.

6.. Family outreach opportunities will increase to include parent universities, school-wide parent communication, and opportunities for involvement in decision-making.

7. All students and staff will participate in the Soul Shoppe social-emotional learning program which will include grade level assemblies and teacher professional development.

Identified Need

English Learners consist of 60% of the student population and it is important to reclassify them before they become long term English learners. Belle Haven was also identified as needing additional targeted support and improvement for our African American students and our students with disabilities in the area of attendance and suspension.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Recovery and TOSA Small Group Data	Student individual scores from BOY (all below grade level)	By EOY each individual student will grow 1.5 years in Fountas and Pinnell scores.
Attendance Data	22.4% of students are chronically absent	13.4% of students are reported as chronical ly absent

ELD Reclassification	2018-2019	20% of English Learners will be reclassified as fluent English speakers in 2019-2020
	RFEP 51 14.21% TBD 1 0.28% IFEP 12 3.34% 30 EL 186 51.91%	
Staff trained in Soul Shoppe Social Emotional learning Program	Currently no staff member is trained.	21 staff members will be trained in restorative practice

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Students below grade level in reading

Strategy/Activity

TK-5 Students will have small group or 1:1 instruction with the Reading Intervention Teachers/TOSAS, ASM volunteers or in the after school program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$238,424 ($166,896 - Mgmt. 302) & ($71,528 - Mgmt. 106)	General Fund - Object Code 1000 & 3000 & Mgmt. Code 106 (Supplemental & Concentration) & Mgmt. Code 302 (REF) - TOSA Salary & benefits
$59,606	Object Code 1000 & 3000 & Mgmt. Code 325 (TOSA Foundation) - .5 FTE Reading Recovery Teachers - Salary & benefits
$50,000	Object Code 4000 & Mgmt Code 303 (Title 1) - .5 Reading Recovery Teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Students will be honored for perfect attendance weekly using the PBIS reward system, monthly at the PBIS award ceremony and with families, and each trimester with a large family event. In addition the classes with the highest attendance weekly and monthly will receive recognition.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$3,067	General Fund - Object Code 4000 & Mgmt. Code 101
$3,000	Object Code 4000 & Mgmt. Code 303 - (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All English Learners

Strategy/Activity

Teachers will provide students with language development centers to target language acquisition skills.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$3,000	General Fund - Object Codes 4000 & 5000 & Mgmt. Code 106 (Supplemental & Concentration) & Mgmt. Code 101 (Regular Education)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

All students will have access four times a week to enrichment courses and weekly visits to the makerspace and with the Playworks coach.

Proposed Expenditures for this Strategy/Activity -

Amount(s)   Source(s)

Amount(s)	Source(s)
$77,159 ($54,011 - Mgmt. 302) & ($23,148 - Mgmt. 106)	Object Code 1000 & 3000 & Mgmt. Code 106 (Supplemental & Concentration) – 30% Music teacher salary & benefits & Mgmt. 302 (REF) – 70% Art Teacher salary & benefits
$117,489 ($82,224 - Mgmt. 302) & ($35,247 - Mgmt. 106)	Object Code 1000 & 3000 & Mgmt. Code 106 (Supplemental & Concentration) – 30% Art teacher salary & benefits & Mgmt. 302 (REF) – 70% Art Teacher salary & benefits
$77,159 ($38,580 - Mgmt. 338) & ($38,579 - Mgmt. 106)	Object Code 2000 & 3000 & Mgmt. Code 106 (Supplemental & Concentration) – 50% Tinkerer salary & benefits & Mgmt. 338 (REF) – 50% Tinkerer salary & benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Students will have access to after school programs to extend the learning day.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

Amount(s)	Source(s)
$139,230	Object Code 5000 & Mgmt. Code 39B – ASES

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The school will provide incentives for parent attendance at events such as back to school night and open house; host parent universities that include paying presenters, dinner, and incentives; and supplies needed for all meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$1,203	Object Code 4000 & Mgmt. Code 303 – Title I – Parent Involvement
$4,000	Object Code 4000 & Mgmt. Code 393 – Donations Account

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Students and Staff will participate in a school wide emotional learning program provided by Soul Shoppe.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$12,000	Object code 4000 & Mgmt Code REF Funded

Goal 3

LEA Goal: Integrate technology into all subject areas to increase student achievement and engagement with 21st century skills and better prepare students for their future career choices. In addition, LIM will assist by supporting the implementation of technology into the classroom.

Site Goals:

1. Teachers will use technology to teach a balanced curriculum.

2. Students will use technology to both learn as well as show what they have learned utilizing district provided websites.

Identified Need

In order to ensure that all students are ready to become 21st Century learners, they need to be able to manipulate technology as an educational tool. 3rd-5th grade students have a 1:1 computer ratio.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Computer inventory and technology access	All 3rd-5th graders will have 1:1 working computers and TK-2 will have access to a class cart to be shared.	All computers and headphones will be up-to-date and working.
K-5 Newcomer students will use Imagine learning.	This is the first year of implementation.	Student growth will reflect a year of learning.
Utilize LIM to support the use of Raz Kids	Students in TK-5 will establish individual baselines based on reading level.	Students will pass 80% of the reading quizzes that they take.
Typing Club	Each grade level baseline for WPM 3-5.	80% of the students will reach their grade level WPM

Strategy/Activity 1

Students to be Served by this Strategy/Activity

K-5 English Learner Students

Strategy/Activity

K-5 English Learner students will engage in the supplemental online learning experience Imagine Learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$2828	Object Code 4000 & 5000 Mgmt Code 303 (Title 1)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All TK-5 students

Strategy/Activity

The students will regularly use the district provided programs (Razz Kids, Typing Club,Learning Ally, Reflex Math & Prodigy) and are supported by the LIM.

Proposed Expenditures for this Strategy/Activit

Amount(s)	Source(s)
$5,000	Object Codes 2000 & 3000 & Mgmt. Code 303 (Title I)

Annual Review

SPSA Year Reviewed: 2018-19

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

Goal 1:

LEA Goal: All students will receive high quality instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professional support teachers.

Site Goals:

1. CAASPP: The school will increase by 10 points in English Language Arts as well as Math.

2. All students at grade level will increase reading scores by one year as measured by Fountas and Pinnell beginning of year and end of year assessments. In addition, all students who are below grade level will increase 1.5 grade levels as measured by Fountas and Pinnell beginning of year and end of year assessments.

3. The ELA Literacy coaches will support all teachers and guide them to the proper professional training needed to understand the district curriculum.

4. The school will support Professional Learning Communities to meet site specific needs.

ANALYSIS

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

Action	Strategy Implementation	Overall Effectiveness

Ensure all teachers have access to supplemental and curricular supplies	Teachers will be given a budget for supplemental supplies to enhance student learning and access to the curriculum. In addition, the school will provide all supplies necessary to implement the curriculum with fidelity.	All teachers received and utilized funds to purchase supplies to enhance student learning and access to the curriculum.
SBAC preparation for 3rd-8th grade students	Teachers will provide after school SBAC preparation to all 3rd - 8th grade students.	Due to after school scheduling issues, no students received the extra after school preparation.
Student reading growth incentives	Provide incentives for all students when they show significant growth according to Fountas and Pinnell. Reading Rock stars!	This was very successful with K-5 classes that used it. We need more consistent implementation.
Maximize student time in class	Utilize campus relations, school support personnel, and yard duty to ensure that students are in a safe environment and maximize their time inside of the classroom so they don't miss instruction.	Extremely effective. Campus relations, school support personnel & yard duties effectively maximized student time in the classroom.
Teacher collaboration (at least 80 minutes per week)	We will continue teacher collaboration and planning to analyze student data and concerns. In order to provide 200 minutes of preparation and collaboration time (80 minutes in collaborative teams). The enrichment teachers provide the following extracurricular classes: Integrating Art, Physical Education and Music specials into the day to enhance student learning as well as allow for teacher collaboration. These enrichment teachers release general teachers to collaborate in the following focused areas: 1. Lesson planning, 2. inquiry cycles, 3. discuss student success and concerns, 4. data analysis,	Teachers were well-informed about student progress and collaborated well as grade level teams..

	5. implementation of teaching and intervention strategies	
TOSA to support teachers in best practices	Our TOSA position will provide systematic coaching and support to teachers in instruction	Very effective. The TOSA was not an evaluator and gained the trust of the teachers who needed coaching.
Professional development focused on balanced literacy	Providing professional development for teachers focused on balanced literacy. Teachers can select from three courses: ● Reading Intervention ● Writing Workshop Practices ● Math	Teachers continue to work on balanced literacy while aligning Units of Study teaching points and Common Core standards to ensure student access to grade level standards. In addition, in math teachers continue to work on .

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

The SBAC after school preparation did not occur due to scheduling and staffing issues. The budget was not spent on this activity.. All other implementation went according to the plan.

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

The goal has changed to include provision of increased collaboration time for professional learning communities. This can be found on pages 3-5 of this SPSA.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
2017- 2018 CAASPP Scores	To increase ELA scores by 5%	2018 - 2019

		Belle Haven decrease by 8%. Goal not met.
2017- 18 CAASPP Scores	To increase Math scores by 5%	2018 - 209 CAASPP Scores
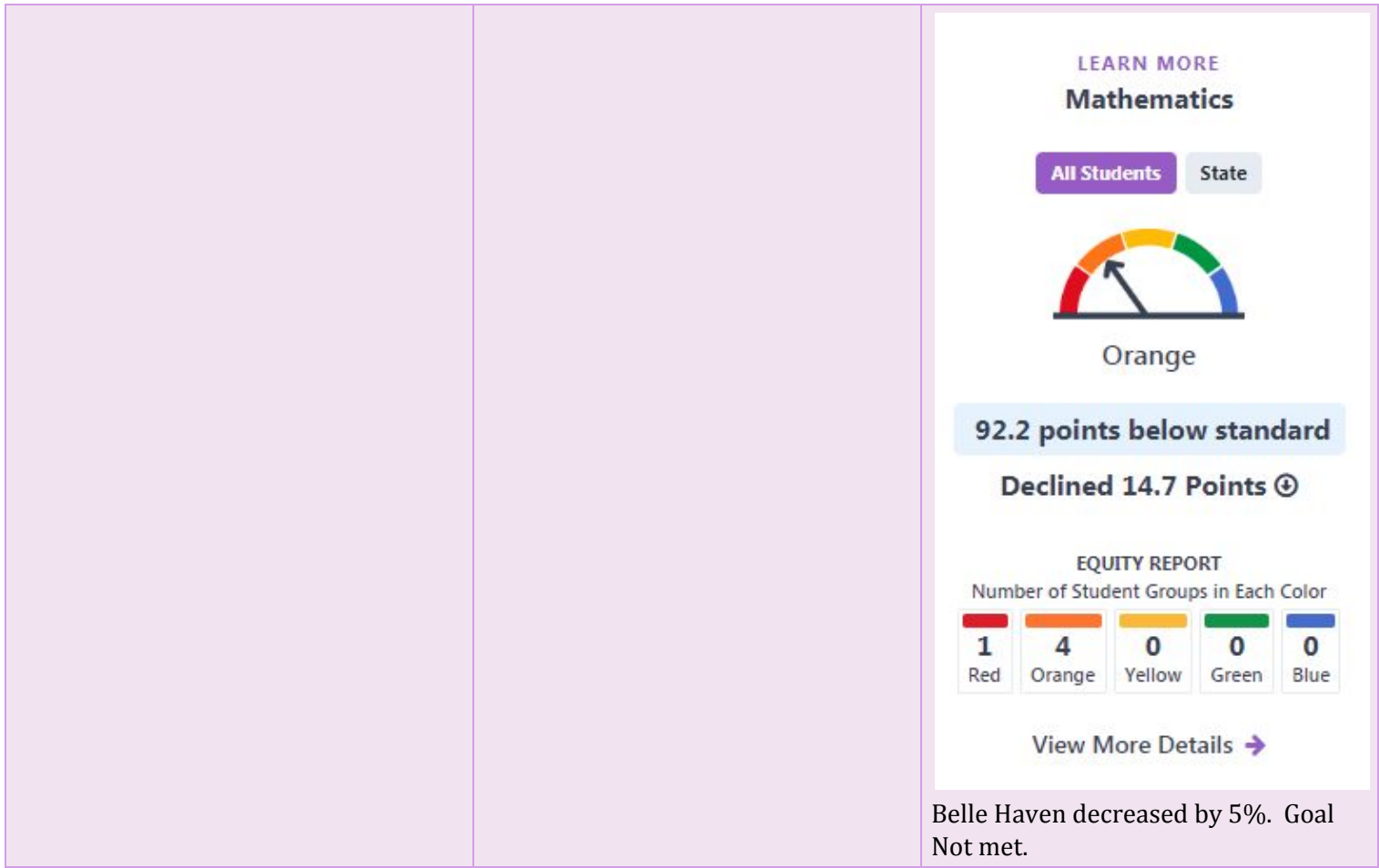
		LEARN MORE **Mathematics** All Students State Orange 92.2 points below standard Declined 14.7 Points EQUITY REPORT Number of Student Groups in Each Color 1 Red / 4 Orange / 0 Yellow / 0 Green / 0 Blue View More Details → Belle Haven decreased by 5%. Goal Not met.

Goal 2

LEA Goal: All students Pre-K through 5th grade will have equitable access to programs, supports, and services as needed to respond to students' behavioral, social emotional and academic needs.

Site Goals:

1. Students who are behind grade level will increase reading comprehension by 1.5 grade levels with the support of the reading recovery teachers for TK-2 and the teacher on special assignment for grades 3-5 and with the assistance of the After School Building Readers program.

2. Student referrals will decrease by 5% and attendance will increase by 5% by incorporating positive incentives.

3. Students who require social-emotional support will have access to a site-based counselor. In addition, at least 50% of the staff will be trained in restorative practices.

4. African American students and students with disabilities will increase attendance and decrease suspensions.

5. All teachers will integrate ELD and Common Core practices into all content areas of instruction and increase the percentage of students reclassified from 15.32% to 20%.

6. Family outreach opportunities will increase to include parent universities, school-wide parent communication, and opportunities for involvement in decision-making.

ANALYSIS

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

Action	Strategy Implementation	Overall Effectiveness
Targeted reading support	TK-5 Students reading below grade level will have small group or 1:1 instruction with the Reading Intervention Teachers/TOSAS or in the after school program.	Students in targeted reading groups improved their reading skills
Increase student attendance rates	Students will be honored for perfect attendance weekly using the PBIS reward system, monthly at the PBIS award ceremony and with families, and each trimester with a large family event. In addition the classes with the highest attendance weekly and monthly will receive recognition.	This was not completed entirely. Monthly reward ceremonies were held and a family recognition event was held each trimester.
Increase the language skills of EL students	Teachers will provide students with language development centers to target language acquisition skills.	This was not implemented
Provide equitable access to enrichment programs.	All students will have access twice a week to enrichment courses and weekly visits to the makerspace and with the Playworks coach.	All students had weekly access to making in the Makerspace and learning games and conflict resolution skills with the Playworks coaches. Due to staffing issues, students

		had weekly access to art but not weekly access to music. .
Provide student access to an on-site after school program	Students will have access to after school programs to extend the learning day.	The ASP staff collaborate closely with the during school staff to ensure that the program is truly an extension of the day.
Parent Involvement and workshops	The school will provide incentives for parent attendance at events such as back to school night and open house; host parent universities that include paying presenters, dinner, and incentives; and supplies needed for all meetings	Parent Universities became highly attended with positive feedback.

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

The Language Centers were not implemented last year.   The allocated funding was not used.

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

The goals will remain the same but the strategies will include an additional strategy to meet the social emotional learning needs of students. These can be found on pages 5-10 of this SPSA.

ANNUAL MEASURABLE OUTCOMES

Factors to consider: the student population decreased by 60 students due to losing the seventh grade in 2018-19.

Metric/Indicator	Expected Outcomes	Actual Outcomes

LEARN MORE

Suspension Rate

All Students   State

Green

2.6% suspended at least once

Declined -0.3%

EQUITY REPORT
Number of Student Groups in Each Color

2	1	2	2	0
Red	Orange	Yellow	Green	Blue
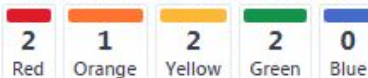
Suspensions would continue to decrease through positive behavior intervention support including making the student store a priority.
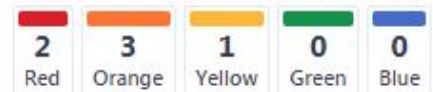
LEARN MORE

Suspension Rate

All Students   State

Orange

4.2% suspended at least once

Increased 1.6%

EQUITY REPORT
Number of Student Groups in Each Color

2	3	1	0	0
Red	Orange	Yellow	Green	Blue

View More Details →
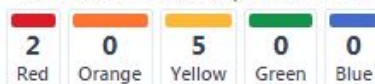
2017-2018

LEARN MORE

Chronic Absenteeism

All Students   State

Yellow

15.4% chronically absent

Declined Significantly -4.7%

EQUITY REPORT
Number of Student Groups in Each Color

2	0	5	0	0
Red	Orange	Yellow	Green	Blue

Absences would decrease through honoring perfect attendance and being diligent with the attendance counts meetings.

LEARN MORE

Chronic Absenteeism

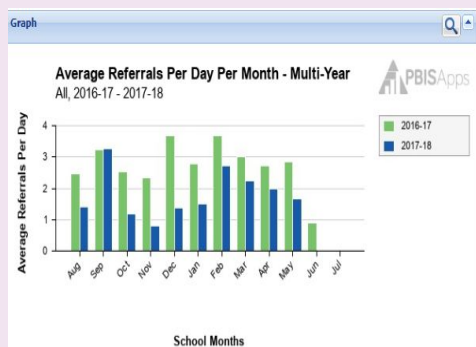All Students   State

Red

22.4% chronically absent

Increased 7%

EQUITY REPORT
Number of Student Groups in Each Color

6	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

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2017-18 Referrals:	Referrals were to decrease by 10%	2018-2019 Referrals
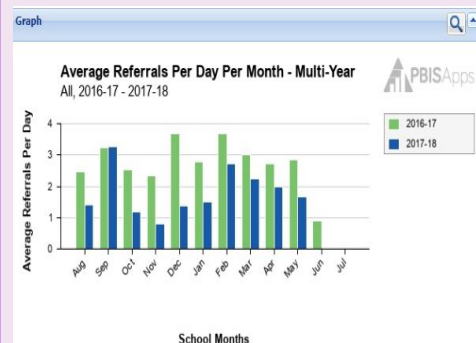
Average Referrals Per Day Per Month - Multi-Year
All, 2016-17 - 2017-18

Data Table

Month	2016-17	2017-18
January	39	24
February	66	49
March	63	45
April	41	32
May	60	35
June	9	0
July	0	0
August	27	17
September	68	65
October	48	24
November	35	12
December	55	22
Totals:	511	325

Average Referrals Per Day Per Month - Multi-Year
All, 2016-17 - 2017-18

Data Table

Month	2016-17	2017-18
January	39	24
February	66	49
March	63	45
April	41	32
May	60	35
June	9	0
July	0	0
August	27	17
September	68	65
October	48	24
November	35	12
December	55	22
Totals:	511	325

Goal 3

LEA Goal: Integrate technology into all subject areas to increase student achievement and engagement with 21st century skills and better prepare students for their future career choices. In addition, LIMS will assist by supporting the implementation of technology into the classroom.

Site Goals:

1. Teachers will use technology to teach a balanced curriculum.

2. Students will use technology to both learn as well as show what they have learned utilizing district provided websites.

ANALYSIS

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

Action	Strategy Implementation	Overall Effectiveness
Utilize online programs to support student learning	The Eighth grade students will engage in the supplemental online learning experience IXL in Mathematics.	Teachers who utilized the program saw a positive impact. There needs to be more consistency.
Integrate technology into classroom instruction.	The students will regularly use the district provided programs and are supported by the LIM	This effectiveness is dependent upon the teacher's ability. Due to schedule constraints, the LIM was limited in the amount of time available to support teachers. .

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

The consistency of technology integration was greatly impacted by teacher ability and LIM's availability to support teachers.

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

The goals are to remain the same with the strategies becoming more tailored to the needs of the current TK-5 student population.. These can be found on pages 10-11 of this SPSA.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
2017-2018 Reflex mathematics scores		2018-2019 Reflex Math scores

Group Fluency Average

27.9%
Starting Fluency

43.8%
Current Fluency
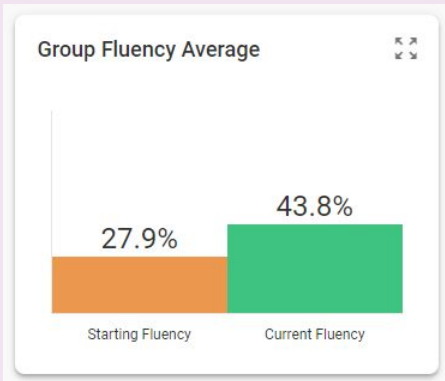
Goal 4

LEA Goal: Ensure a smooth transition to high school for all students by developing systems and programs that monitor student progress towards social, behavior, attendance, and reaching academic goals.

Site Goals:

1. Students will be placed in high school courses that meet A-G requirements.

2. Parents will be informed of all placement choices and how to best support their child's registration.

3. Staff will support student growth through academics and a variety of enrichment opportunities to better prepare students for a successful high school experience and collaborate with the high school transition coordinator to ensure that students are exposed to the many opportunities available to them at Menlo Atherton.

ANALYSIS

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

Action	Strategy Implementation	Overall Effectiveness
Improve 8th graders transition to high school	Students will take field trips to Menlo Atherton High School for orientation, classroom visits, and special occasions. In addition, they will be able to tour all feeder schools as well as meet with the high school transition coordinator regularly.	This made high school more of a reality for the 8th grade students. They gained an understanding of the expectations and opportunities available at each high school.

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

There were no major differences.

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

The goal will not remain as the school site no longer serves 8th graders. .

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance in the electives of Art, Music, Leadership, and photography	Students would be able to have the foundation of the humanities needed to meet prerequisites for high school placement.	Students who did not require two support classes had more options for electives when registering for high school.

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	$ 933,142

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 ($)

Title I—Instructional Materials	$62,828 – Object Code 4000 & Mgmt. Code 303
Title I—Office and Other Supplies	$5,000 – Object Code 4000 & Mgmt. Code 303
Title I—Parent Involvement	$1,203 – Object Code 4000 & Mgmt. Code 303

Subtotal of additional federal funds included for this school: $ 69,031

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 ($)
Ravenswood Education Foundation School Account	$368,997 – Object Codes 1000 & 3000 & Mgmt. Code 302
Management 106 - S&C Grant	$171,502 – Object Codes 1000, 2000, 3000, & 4000 & Mgmt. Code 106
Management 101 - Regular Education 4000	$115,698 – Object Codes1000, 2000, 3000 & 4000 & Mgmt. Code 101
Management 393 - School Donations account	$4,000 – Object Code 4000 & Mgmt. Code 393
Management 405 - School Administration	$5,078 – Object Code 4000 & Mgmt. Code 405
Management 39B - ASES	$139,230 - Object Code 5000 & Mgmt. Code 39B
Management 325 - TOSA Foundation	$59, 606 - Object Codes 1000 & 3000 & Mgmt. Code 325

Subtotal of state or local funds included for this school: $864,111

Total of federal, state, and/or local funds for this school: $933,142

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: Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the

TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the

Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II.   The SPSA shall include the following:

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

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

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

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

        b. use methods and instructional strategies that:

            i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Form E: Recommendations and Assurances

The School Site Council (SSC) and English Language Advisory Committee (ELAC) recommend this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

3. The SSC/ELAC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

☐ State Compensatory Education Advisory Committee	Signature
☒ English Learner Advisory Committee	Signature
☐ Special Education Advisory Committee	Signature
☐ Gifted and Talented Education Advisory Committee	Signature
☐ District/School Liaison Team for schools in Program Improvement	Signature
☐ Compensatory Education Advisory Committee	Signature
☐ Departmental Advisory Committee (secondary)	Signature
☐ Other committees established by the school or district (list)	Signature

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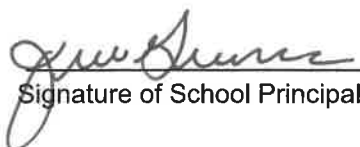
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC/ELAC at a public meeting on: .

Attested:

Julie Guaspari	_Xxu Suree_	1/9/2020
Typed name of School Principal	Signature of School Principal	Date

Alexis Hamilton

Typed name of SSC/ELAC Chairperson   Signature of SSC/ELAC Chairperson   Date

9 Jan 2020