

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Willow Oaks School	41689996044416	12/6/19	1/16/20

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)

Willow Oaks is designated as Additional Targeted Support and Improvement. The purpose of the SPSA is address our school-wide goals for the year, design strategies to achieve the goals, and designate budget allotment for strategies. Goals are designed for all students in addition to targeted support for our students with disabilities.

Our goals are in the areas of student achievement, equitable access to programs, technology, and high school transition.

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

The school's plan is aligned to the district's LCAP. It is designed to address the LCAP priority areas.

Our plan is to support strong first instruction. Through teacher collaboration we will be able to meet around data, student concerns, and planning to support what is happening in the classroom. Students will be able to enrich their learning in art, music, and makerspace while teachers are collaborating. The Literacy coaches allow for instructional coaching and reading intervention. While trying to address what is happening in the classroom, we acknowledge that we have students performing below grade level. The intervention groups run by the Literacy coaches and the reading recovery teacher allows us to address those needs. In addition, we will purchase instructional materials like Up the Ladder, Phonics Kits, and leveled readers to meet student varied academic needs. We will purchase licences for various blended learning programs and technology hardware to support student learning in the classroom.

In addition to academic support, we provide social emotional support through a campus relations coordinator and implement a school-wide PBIS system. We hold monthly assemblies and student stores to recognize students' progress. We also recognize the importance of family support. We have incentives for family participation for school events. We have a bilingual clerk to support translation and interpretation for families. The clerk also supports our efforts in increasing student attendance.

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 Willow Oaks School Site Council/English Language Advisory Committee reviewed and provided input on the SPSA at our SSC/ELAC committee on Friday October 4, 2019, November 1, 2019, and December 6, 2019 at our regularly scheduled meetings.

The Willow Oaks Leadership team reviewed and gave feedback on the SPSA at their regularly scheduled leadership team meetings on Wednesday, November 13, 2019, December 4, 2019.

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, & Proposed Expenditures

Goal 1

LEA GOAL 1: All students will receive high quality instruction in Common Core State Standards (CCSS for English Language Arts and Mathematics), Next Generation Science Standards (NGSS) and other California

State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally supported teachers.

School Goal: All students will receive high quality instruction in Common Core State Standards (CCSS for English Language Arts and Mathematics), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally supported teachers.

State and/or other local Priorities addressed by this goal:

LCAP Priority areas:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identify Need:

3rd - 5th grade student performance on the CAASPP assessments:

English Language Arts:

- All Students 81.7 points below standard (red) - maintained
- English Learners 86.2 points below standard (red) - maintained
- Hispanic students 84.4 points below standard (red) - declined
- Homeless students 83.5 points below standard (orange) - increased
- Socioeconomically disadvantaged students 83.5 points below standards (red) - declined
- Students with disabilities 156.3 below standard (red) - declined

Mathematics

- All Students 76.9 points below standard (yellow) - increased
- English Learners 76.9 points below standard (yellow) - increased
- Hispanic students 75.8 points below standard (yellow) - increased
- Homeless students 76 points below standard (yellow) - increased
- Socioeconomically disadvantaged students 77.2 points below standards (yellow) - increased
- Students with disabilities 140 points below standard (orange) - increased

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Assessment - ELA	Declined (-3.8 Points) a total of 84 points below standard	Increase Significantly (15 Points) a total of 69 points below standard

CAASPP Assessment - Math	Declined (-4.6 points) a total of 96.3 points below standard	Increase Significantly (15 Points) a total of 81 points below standard
F&P Reading Assessment	Kinder EOY 52.2% 1st Grade EOY 40.4% 2nd Grade EOY 45.3% 3rd Grade EOY 33.6% 4th Grade EOY 37.1% 5th Grade EOY 11.1%	All grade levels will have 45% of their students reading on grade level.
EOY Math assessment K-2	Kinder - EOY 67.5% 1st Grade - EOY 46.2% 2nd Grade - EOY 28.4%	K-2 levels will have 70% of their students attaining mastery based on the end of year assessment.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

All Students

Strategy/Activity

Teacher Collaboration:

Establish school wide schedule and protocol systems for teacher collaboration and planning. K-5 teachers are able to collaborate and also meet to discuss data, student concerns, and planning. This is due to the school having an Art, a Music, and a Makerspace teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$109,649 & \$149,838

Source(s)

General Fund & REF

Budget Reference(s)

Object Codes 1000 & 3000 & Mgmt. Codes 106 (Supplemental & Concentration) & 302 (REF)

Strategy/Activity 2

All Students

Strategy/Activity

Site Leadership:

Lead teachers from each grade level will meet every Wednesday to collaborate around school wide decisions and both inform and gather information from each classroom teacher.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,000 and \$8,000
Source(s)	General Fund & Title I
Budget Reference(s)	Object Codes 1000 & 3000 & Mgmt. Codes 101 (Regular Education) & 303 (Title I)

Strategy/Activity 3

All Students/Language Learners

Strategy/Activity

Site professional development and teaching materials to extend learning to support teachers in the implementation of Reader’s and Writer’s Workshop.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000
Source(s)	Title I
Budget Reference(s)	Object Code 4000 & Mgmt. Code 303 (Title I)

Strategy/Activity 4

All Students/Language Learners

Strategy/Activity

ALAS After School Program: After school staff provides ongoing support with homework and enrichment to students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$139,230
Source(s)	ASES

Budget Reference(s)

Object Codes 1000, 2000, 3000, 4000, & 5000 & Mgmt. Code 39B (ASES)

Strategy/Activity 5

All Students/Language Learners

Strategy/Activity

Students engage in online text that is at their independent and/or instructional level to reinforce fluency and reading comprehension in school and at home (Learning Ally, Imagine Learning, NewsELA). Utilize online programs to increase fluency in math facts and problem solving skills in math.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$11,000

Source(s)

General Fund – Supplemental & Concentration

Budget Reference(s)

Object Code 5000 & Mgmt. Code 106 (Supplemental & Concentration) & Title I

Strategy/Activity 6

All Students/Language Learners

Strategy/Activity

STEM Fair: Students will create a Science Fair project. 5th graders will have the opportunity to move on to the County STEM Fair.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$200

Source(s)

REF Fundraising Budget

Budget Reference(s)

Object Code 4000 & Mgmt. Code 328 (REF Fundraising Budget)

Strategy/Activity 7

Students Reading Below Grade Level (ELs, Socioeconomically Disadvantaged, Homeless, Hispanic, and Students with disabilities)

Strategy/Activity

Literacy Coaches: 2 Literacy Coaches were hired to support teachers in literacy instruction as well as run small intervention groups. Coaches also attend grade level data meetings and collaboration meetings to support instruction. (20% -- Salary & Benefits)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$221,570
Source(s)	General Fund – Supplemental & Concentration & REF, Title I
Budget Reference(s)	Object Codes 1000 & 3000 & Mgmt. Codes 106 (Supplemental & Concentration), 302 (REF), Title I

Strategy/Activity 8

Students Reading Below Grade Level (ELs, Socioeconomically Disadvantaged, Homeless, Hispanic, and Students with disabilities)

Strategy/Activity

Reading Recovery: Reading Recovery teacher works with specifically identified 1st grade students and K-2nd grade small groups to increase reading fluency and comprehension

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$123,121
Source(s)	TOSA Foundation
Budget Reference(s)	Object Codes 1000 & 3000 & Mgmt. Code 325 (TOSA Foundation)

Strategy/Activity 9

All Students

Strategy/Activity

Instructional Materials: Site leadership team purchases instructional materials needed for students to support access to CCSS and NGSS. Money is also used for field trips and other instructionally driven events.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4,466 (Mgmt. Code 101) & \$7,922 (Mgmt. Code 106)
Source(s)	General Fund & Supplemental & Concentration
Budget Reference(s)	Object Code 4000 & Mgmt. Codes 101 (Regular Education) & 106 (Supplemental & Concentration)

Strategy/Activity 10

All students in need of intervention and students with disabilities

Strategy/Activity

Instructional Materials: The school will purchase Up the Ladder for 3rd - 5th grade instructors to support students in grades 3-5 who are performing below grade level to access the reading units of study for fiction and non-fiction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	Title I
Budget Reference(s)	Object Codes 2000, 3000, & 4000 & Mgmt. Code 303 (Title I)

Strategy/Activity 11

All students in need of intervention and students with disabilities

Strategy/Activity

Instructional Material: The school will purchase additional phonics kits for grade levels in 5th grade to support students who need more development with their phonics.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000
Source(s)	Title I
Budget Reference(s)	Object Code 4000 & Mgmt. Code 303 (Title I)

Strategy/Activity 12

All students in need of intervention and students with disabilities

Strategy/Activity

Teachers of Integrated Services and Literacy Coaches will implement Leveled Literacy Intervention (LLI) kits to support students who are reading below grade level in small groups.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4,799
Source(s)	General Fund
Budget Reference(s)	Object Code 4000 & Mgmt. Code 405 (School Administration)

Goal 2

LEA GOAL 1: All students, PreK through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional, and academic needs.

School Goal: All students, K through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional, and academic needs.

State and/or other local Priorities addressed by this goal:

LCAP Priority areas: Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identify Need:

English Language Learners:

- 67.24% English Language Learners
- 19.07% RFEP

Absenteeism

- 15.15% Chronically Absent (increase 2.06%) - yellow
 - Pacific Islander and Students with disabilities - orange
 - English learners, Hispanic, Homeless, Socio-economically disadvantaged- yellow

Suspension Rate

- Suspension Rate 2.7% (decrease 0.9%) - yellow
 - Homeless - red
 - Students with disabilities - orange
 - English Learner, Hispanic, Socio-economically disadvantaged - yellow
 - Pacific Islander - green

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percent of students RFEP'd	19.07%	increase by 5% (12.07%)
Chronically Absent	17.03% chronically absent	decrease by 5% (12.25%)
Suspension Rate	2.7%	decrease by 1.5% (1.2%)

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

EL students

Strategy/Activity

Provide professional development and teaching materials to extend district training to support teachers in the implementation of EL strategies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	Donation Account
Budget Reference(s)	Object Code 4000 & Mgmt. Code 371 (Donation Account)

Strategy/Activity 2

All Students

Strategy/Activity

Students engage in lessons that adapt to their individual performance level. (RAZ Kids, Reflex math (1st - 5th), and Investigations)

Proposed Expenditures for this Strategy/Activity

Amount(s) see goal 1 activity 5

Source(s) see goal 1 activity 5

Budget Reference(s) see goal 1 activity 5

Strategy/Activity 3

All Students

Strategy/Activity

School site will hold evening events and meetings for parents and families to actively engage in the school community with translation.

Proposed Expenditures for this Strategy/Activity

Amount(s) \$4,000

Source(s) Title I

Budget Reference(s) Object Codes 2000 & 3000 & Mgmt. Code 303 (Title I)

Strategy/Activity 4

All Students

Strategy/Activity

Communicate with families via phone calls and meetings to discuss support for students struggling with attendance. School will also recognize classrooms with highest attendance percentage.

Proposed Expenditures for this Strategy/Activity

Amount(s) \$44,646

Source(s) General Fund – Supplemental & Concentration & Title I

Budget Reference(s) Object Codes 2000 & 3000 & Mgmt. Codes 106 (Supplemental & Concentration) & 303 (Title I)

Strategy/Activity 5

All Students

Strategy/Activity

School implements a PBIS (positive behavior intervention support) approach to school wide climate. This includes but not limited to behavior lesson plans to teacher behavior expectations, token economy, and awards assemblies.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$2,000

Source(s)

REF Fundraising Account

Budget Reference(s)

Object Codes 4000 & 5000 & Mgmt. Code 328 (REF Fundraising Account)

Goal 3

LEA GOAL 3: 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.

School 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.

State and/or other local Priorities addressed by this goal:

LCAP Priority areas:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identify Need:

Exposing students to technology will increase their results on the CAASPP assessments as it is a computer based assessment.

Students will be using technology to create products and show what they have learned.

Students will become comfortable and proficient with technology use as evidenced by their ability to stay engaged in such activity for longer periods of time

Students will be using technology for supervised strategic intervention

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reflex Math	Program for 1 year	All 3-5 and 8 students will have completed 50,000 facts for fluency gains
CAASPP	See Goal 1	See Goal 1
Computer/Student Ratio	One/One Laptops 3 - 5 6 tablets in some K-2 rooms Computer Lab for K-2 (2x / week)	One/One Laptops 3 - 5 6 tablets in all K-2 rooms Computer Lab for K-2 (2x / wk)

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

All Students

Strategy/Activity

Replace equipment in the computer lab that no longer works, like the CPUs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,000
Source(s)	REF Fundraising & Donations Account
Budget Reference(s)	Object Codes 4000 & 5000 & Mgmt. Codes 328 (Donations Account) & 371 (REF Fundraising Account)

Strategy/Activity 2

All Students

Strategy/Activity

Maintain the Maker Space for students to promote STEM thinking.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$2,000

Source(s)

Donations Account

Budget Reference(s)

Object Code 4000 & Mgmt. Code 371 (REF Fundraising Account)

Strategy/Activity 3

All Students

Strategy/Activity

Provide teachers and students access to technology on a daily basis in the form of laptop carts, projectors, and teacher laptops to support instructional programs.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$2,000

Source(s)

Donations Account

Budget Reference(s)

Object Code 4000 & Mgmt. Code 371 (REF Fundraising Account)

Strategy/Activity 4

All Students

Strategy/Activity

Integrate technology use into teacher practice to facilitate collaboration through google drive.

Proposed Expenditures for this Strategy/Activity

Amount(s)

N/A

Source(s)

N/A

Budget Reference(s)

N/A

Goal 4

LEA GOAL 4: 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.

School 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.

State and/or other local Priorities addressed by this goal:

LCAP Priority areas:

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identify Need:

Approximately 75% of parents attended parent conferences

We have 13 homeroom teachers and 299 students

Increase fluid communication between home and school

Increase student organization

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reflex Math	Program for 1 year	All 3-5 and 8 students will have completed 50,000 facts for fluency gains
CAASPP	See Goal 1	See Goal 1
Computer/Student Ratio	One/One Laptops 3 - 5 6 iPads in some K-2 rooms Computer Lab for K-2	One/One Laptops 3 - 5 6 tablets in all K-2 rooms Computer Lab for K-2
Home Folder	All students will have a Home Folder	All students will have a Home Folder

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

All Students

Strategy/Activity

Daily reward system to support PBIS approach to school wide discipline.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$2,000

Source(s)

REF Fundraising Account

Budget Reference(s)

Object Code 4000 & Mgmt. Code 328 (REF Fundraising Account)

Strategy/Activity 2

All Students

Strategy/Activity

Student and Parent incentives for parent attendance at important events

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$2,000

Source(s)

REF Fundraising Account

Budget Reference(s)

Object Code 4000 & Mgmt. Code 328 (REF Fundraising Account)

Strategy/Activity 3

All Students

Strategy/Activity

Campus relations liaison works with admin team, staff, and parents to respond to student needs and promote a positive school climate.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$42,900
Source(s)	General Fund – Supplemental & Concentration
Budget Reference(s)	Object Codes 2000 & 3000 & Mgmt. Code 106 (Supplemental & Concentration)

Annual Review and Update

SPSA Year Reviewed: 2018-2019

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

<p>School Goal</p> <ol style="list-style-type: none"> CAASPP: The school will increase to the next 10th of a percentage point on the number of students at or above proficiency on the ELA and Math CAASPP assessment. Reading: All students will meet their individual 10 month reading goal by the end of the school year as measured by the F&P assessment. Math: All students will benefit from engaging with the new math curriculum - investigations on a daily basis as measured by teacher lesson plans. Math Facts: All students will learn their grade level math facts by the end of the year as measured by quizzes on reflex math.
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ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessment	CAASPP: The school will increase to the next 10th of a percentage point on the number of students at or above proficiency on the ELA and Math CAASPP assessment	3rd Grade ELA <i>Increased</i> from 17% to 31.48% 3rd Grade Math <i>Increased</i> from 26% to 38.98% 4th grade ELA <i>Increased</i> from 14% to 14.52% 4th grade Math <i>Increased</i> from 20% to 22.58% 5th grade ELA <i>Increased</i> from 11% to 16.21% 5th grade Math

		<p>Increased from 3% to 5.27% 8th grade ELA Decreased from 20% to 17.24% 8th grade Math Decreased from 10% to 5.17%</p>
Reading Goal	All students will meet their individual 10 month reading goal by the end of the school year as measured by the F&P assessment.	<p>Kinder ELA Growth MOY 6.2% → EOY 52.2% 1st Grade ELA Growth BOY 0.7% → EOY 40.4% 2nd Grade ELA Growth BOY 7.7% → EOY 45.3% 3rd Grade ELA Growth BOY 8.2% → EOY 33.6% 4th Grade ELA Growth BOY 12.9% → EOY 37.1% 5th Grade ELA Growth BOY 4.7% → EOY 11.1%</p>
Math	All students will benefit from engaging with the new math curriculum - investigations on a daily basis as measured by teacher lesson plans.	Teachers were using the Investigation curriculum. Overall CAASSP math scores declined.

STRATEGIES/ACTIVITIES ANALYSIS

Action	Person(s) Responsible	Task/Date	Cost and Funding Source
1. Teacher Collaboration (at least 80 minutes per week)	1. Teaching staff/ School Admin/ District Admin	<p>1. Establish school wide schedule and protocol systems for teacher collaboration and planning for effective analysis of student data. In order to provide 200 minutes of collaboration time an Art, Music, and Makerspace teacher will be hired totaling 3 additional credentialed staff members. Integrating Art, Makerspace and Music specials into the day to enhance student learning as well as allow for teacher collaboration. These specials teachers release general teachers to collaborate in the following areas:</p> <ul style="list-style-type: none"> a. Lesson planning, inquiry cycles, discuss student success and concerns, data analysis, implementation of teaching and intervention strategies <p>(Timeline: August 22, 2018-June 14, 2019)</p>	1. \$259,487.00 General Fund & Other Local

2. Site Leadership collaboration	2. Lead Teachers	2. Lead teachers from each grade level will meet every Wednesday to collaborate around school wide decisions (Timeline: August 22, 2018-June 14, 2019)	2. \$6,900 General Fund \$8,000 (Title I)
3. Reader and Writer's Workshop Teacher Training	3. C&I, Lead Teachers	3. Site professional development and teaching materials to extend district training to support teachers in the implementation of Reader's and Writer's Workshop. (Timeline: August 22, 2018-June 14, 2019)	2. \$3,000.00 (Title I)
4. After School Program	4. ASP Program Coordinator and ASP Staff	4. After school staff provides ongoing tutoring for students and homework support. (Timeline: August 22, 2018-June 14, 2019)	4. \$139,230 State Funds – ASES (39B)
5. Purchase RAZ kids, Dreambox, Imagine Learning, etc.	5. Teaching Staff/School Admin	5. Students engage in online text that is at their independent and/or instructional level to reinforce fluency and reading comprehension in school and at home. Utilize online programs to increase fluency in math facts and problem solving skills in math. (Timeline: August 22, 2018-June 14, 2019)	5. \$5,000 (General Fund) See Form B Centralized Services
6. STEM Fair	6. Teaching Staff	6. Students will create a Science Fair project . 8th graders will have the opportunity to move on to the County STEM Fair.	6. \$200 (Other Fund)
7. TOSA	7. TOSA and Site Admin	7. TOSA was hired to support teachers in literacy instruction as well as run small intervention groups. (Timeline: August 22, 2018-June 14, 2019)	7. \$112,983 General Fund (101)
8. Reading Recovery Teacher	8. Reading Recovery Teacher	11. Reading Recovery teacher will provide reading intervention to students in K - 2 to help close the achievement gaps in reading. (Timeline: August 22, 2018-June 14, 2019)	8. \$123,121 (TOSA Foundation 325)

9. Access to relevant materials	9. Teaching Staff/ School Admin	9. Site leadership team purchases instructional materials needed to support access to CCSS and NGSS. (Timeline: August 22, 2018-June 14, 2019)	9. \$10,466 General Fund (101) \$7,922 General Fund (106)
10. Supplemental intervention and LIM	10. Site Leadership/ LIM	10. Purchase Up the Ladder for 3rd-5th grade to support students performing below grade level to access the writing units of study (Timeline: August 22, 2018-June 14, 2019)	10. \$42,106 (Title I) See Form B Centralized Services
11. Supplemental intervention	11. Site Admin	11. Purchase of additional phonics kits for grade levels in 2nd-4th to support students who need more development with their phonics (Timeline: August 22, 2018-June 14, 2019)	11. \$3,000 (Title I) See Form B Centralized Services
12. Leveled Literacy Intervention Kits	12. Teachers/ TOSA	12. Teachers of Integrated Services and TOSA will implement Leveled Literacy Intervention kits to support students who are reading below grade level in small groups (Timeline: August 22, 2018-June 14, 2019)	12. \$4,890 (General Fund) See Form B Centralized Services

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

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

Teacher collaboration - Teachers met 3 times per week around student concerns, data and planning. This was implemented with 100% fidelity.

Site Leadership - The site leadership team met every Wednesday with 100% fidelity. The leaders of each team worked both together as a unit as well as with their teams to ensure the fluidity of the academic and social emotional aspects of the academic program.

Readers/Writers Workshop - All teachers implemented Readers/Writers workshop and had students reading at their independent reading levels. Some teachers attended after school trainings to deepen their understanding and implementation of the curriculum.

After School Program - Approximately 25% of our students are served in the after school program. There was a waitlist all year.

RAZ kids, Dreambox, Imagine Learning - RAZ kids and Dreambox licenses were purchased and the programs were used in the appropriate grade levels. Imagine Learning licenses were purchased for a limited number of students.

STEM Fair - All 8th grade students participated in the Science Fair.

TOSA - The Willow Oaks Instructional Coach sees 4 small groups daily and coaches classroom teachers the other half of her day.

Reading Recovery Teacher - Willow Oaks had 1 reading recovery teacher. The teacher had 2 one/one students and 4 small groups per cycle. Seeing between 14 and 18 students daily for reading intervention per cycle.

Instructional materials- Site leadership determined what supplemental materials were needed to support student access to CCSS and NGSS. Guided reading books were purchased as well as science lab materials.

Up the Ladder/LIM- Up the Ladder was purchased for all 3rd-5th grade teachers to use to access writing units of study. Most teachers used the curriculum to help support students. LIM was at our school site 2 days of the week to open Library and check out books to students

Phonics Kits- The phonics kits were purchased and were used with 100% fidelity. Teachers used kits in small groups.

LLI kits- Integrated Services teachers and TOSA used the LLI kits with their small groups. TOSA groups made growth in F&P reading levels. Integrated Services groups showed some growth in F&P reading levels.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We declined in the CAASPP scores in ELA and in Math for most grade levels with the exception of 4th grade Math, 5th grade ELA, and 8th grade ELA . For district benchmarks in ELA, K-5 saw an increase on average of 25% for Fountas and Pinnell assessments.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material changes made to the proposed and actual expenditures.

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 changes to this goal will be noted in Goal 1 on the SPSA document. Individual benchmarks will be increased to push towards an increase in student mastery. Due to funding there will be a change in the collaboration model as dictated by District Office Staffing ratios. The structure of the collaboration meetings will include the TOSA and focus on instruction and curriculum.

Goal 2

SCHOOL GOALS:

1. We will increase the percentage of students designated as RFEP from 8% to 12%. English Learners will not take the summative 2018-19 CELDT. California is transitioning to administration of the ELPAC. The summative ELPAC will be administered in spring 2018.
2. All teachers will integrate ELD and Common Core practices into all content areas of instruction as is evidenced on lesson plans.
3. We will set high behavioral expectations in the areas of attendance, tardies, referrals and suspensions:
 - a. Increase attendance to an average of 98%
 - b. Decrease tardiness by 10%
 - c. Decreased referrals by 10%
 - d. Maintain low suspension rate of 1%

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase the percentage of students designated as RFEP	16% of students RFEP	18% of students RFEP
Chronically Absent	8.9% of students	16.9% of students
Suspension Rate	Decrease suspension events by 1/3	12 suspension events 17 - 18 21 suspension events 18-19

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity ANALYSIS

Action	Person(s) Responsible	Task/Date	Cost and Funding Source
1. Provide professional development for staff for EL strategies	1. Teaching Staff/C&I	1. Site professional development and teaching materials to extend district training to support teachers in the implementation of EL strategies. (Timeline: August 22, 2018-June 14, 2019)	1. \$2,000 (other fund)

2. Technology software	2. Teaching Staff	2. Students engage in lessons that adapt to their individual performance level. (RAZ kids, Investigations, Big Ideas) (Timeline: August 22, 2018-June 14, 2019)	2. See Goal 1 Strategy 5
3. Parent Involvement and workshops	3. School Admin/ Teaching Staff	3. School Sites will hold evening events and meetings for parents and families to involve in the school community with translation. (SSC/ELAC, Parent Teacher Club, Fall Festival, STEM Fair, Family Nights, Coffee with the Principal, etc.) (Timeline: August 22, 2018-June 14, 2019)	3. \$4,000 (Title I)
4. Communication with families	4. Site Admin	4. Communicate with families via phone calls and meetings to discuss attendance. Recognize classrooms with highest attendance percentage (Timeline: August 22, 2018-June 14, 2019)	4. \$44,646 General Fund - Supplemental & Concentration & Title I
5. PBIS	5. All Staff	5. School implements a PBIS (positive behavior intervention support) approach to school wide climate. (Timeline: August 22, 2018-June 14, 2019)	5. \$2,000 (Other Fund)

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

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

Provide professional development for staff for EL Strategies: Site professional development and teaching materials to extend district training to support teachers in the implementation of EL strategies. We met to build academic conversation stems and expectations across grade levels.

Technology software: Students engaged in lessons that adapt to their individual performance level. Licenses were bought RAZ Kids, Big Ideas and Investigations.

Parent Involvement and Workshops: School Sites will hold evening events and meetings for parents and families to involve in the school community. (SSC/ELAC, Math Night, STEM Fair, Spring and Fall Carnival, etc.). We continued with the Parent Teacher Club and other parent meetings. We held a special evening event every trimester.

Communication with Families: Classrooms were recognized for having the highest percentage of attendance weekly. Families were called and meetings were held with parents to discuss supports for students struggling with attendance.

PBIS: We have implemented PBIS to address school wide climate. PBIS awards are monthly. Student store is twice a month.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While we implemented each activity with fidelity we did not see strong results with regards to attendance. We did decrease in our referral rates which speaks to a positive school-wide culture. We also improved our percentage of students who qualified for RFEP.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed expenditures and the estimated actual expenditures.

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

We will make changes that reflect our desire to increase in student attendance.

Goal 3

SCHOOL GOALS:

1. Teachers will use technology to teach at least 3 times per week as evidenced by informal and formal observations, lesson plans and the computer lab schedule.
2. Students will use technology to both learn as well as show what they have learned as evidenced by student work and classroom observations.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reflex Math	Teachers will use Reflex math to increase math fluency	Goal met - more students received math master awards for mastering math facts for the grade level
CAASPP	See Goal 1	See Goal 1
Computer/ Student Ratio	One/One Laptops 3-5, 8	One/One laptops

6 tablets in all K-2 rooms
Computer lab for K-2 (2x/wk)

6 tablets in 1st and 2nd grade, 1
Kinder class
Computer lab for K-2 (2x/wk)

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source
1. Update technology	1. School Admin/Tech Department/ LIMS	1. Purchasing, refurbishing and updating classroom and school wide technology. (Timeline: August 22, 2018-June 14, 2019)	2. \$10,000 General Fund – Donations Account (371) & Other Funds
2. Maintain a space for students to engineer, design and be creative.	2. C&I/ Teaching Staff	2. Continue MakerSpace for students to promote STEM thinking. (Timeline: August 22, 2018-June 14, 2019)	2. See Goal 1 Strategy 1
3. Provide teachers and students access to technology on a daily basis in the form of: a) Laptop carts b) Projectors c) Teacher Laptops	3. School Admin/ Teaching Staff	3. School Admin and Lead Teams determine the necessary technology to meet the needs of students to meet 21st century skills and to develop innovative instructional programs. (Timeline: August 22, 2018-June 14, 2019)	3. \$2,000 (Donations Account) See Form B Centralized Services
4. Integrate technology use into teacher practice to facilitate collaboration	4. School Admin/ Teaching Staff	4. Lesson Plans posted on google drive so that they are easily accessible to administration and collaborating staff: Integrated Services Teachers and Specialists, and after school support providers. As such, classroom teachers will become more comfortable with technology as we facilitate ongoing collaboration to connect, reinforce, and build upon classroom instruction. Collaboration meetings are also shared with Principal through use of Google docs or by email. (Timeline: August 22, 2018-June 14, 2019)	4. No Cost

ANALYSIS

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

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

Update technology: Purchasing, refurbishing and updating classroom and school wide technology. Some projectors and document cameras needed replacing in the classrooms.

Maintain a space for students to engineer, design, and be creative: Makerspace continued for teachers to bring students in for lessons and there were opportunities for free making at recess and lunch.

Provide teachers and students access to technology on a daily basis: 3rd - 8th grade used laptop carts. K-2 used tablets and the computer lab. All teachers had teacher laptops. All classrooms had document cameras and projectors.

Integrate technology use into teacher practice to facilitate collaboration: Lesson plans were posted on school's google drive. Data and student concern meetings utilized google drive and teacher resource pages to help with facilitating the meetings.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students in 3rd - 8th grade have one/one access to computers district wide. Kinder - 2nd grade have access to the computer lab as well as tablets in some classrooms. Teachers use Google classroom with their students and have a variety of online programs to use as well. We are building the technology capacity of teachers so that they can utilize technology as a tool to deepen instruction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There is no material difference between the proposed and estimated expenditures.

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

We hope to continue and maintain our technology as well as student fluency and productivity with our technology.

Goal 4

SCHOOL GOALS:

1. There will be an increase in parent participation at school-wide meetings and functions.

2. Support student growth through academics and a variety of enrichment opportunities. Better prepare students for a successful high school experience by providing robust electives, and pathways for student development both academically and socially in partnership with the High School Transition Department.
3. Reduce student referrals and suspension events for Middle School students.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reflex Math	All 3-5 and 8 students will have completed 50,000 facts for fluency gains	50,000 facts were solved by all students.
CAASPP	See Goal 1	See Goal 1
Computer/Student Ratio	One/One laptops 3-5, 8 6 tablets in all K-2 rooms Computer Lab for K-2	All 3-5,8 classrooms had a laptop or chromebook cart. Most K-2 rooms had at least 6 tablets. Computer lab was used for K-2
Home Folder	All students will have a Home Folder	All students in grades K-5 had a take home folder
Student Organization	Students in 8th grade will use planners and binders daily	All 8th grade students were given a planner and binder to use daily

STRATEGIES/ACTIVITIES

Action	Person(s) Responsible	Task/Date	Cost and Funding Source
1. Daily rewards system	1. PBIS committee/ Teaching Staff	1. The school implements a PBIS (positive behavior intervention support) approach to school wide discipline. (Timeline: August 22, 2018-June 14, 2019)	1. See Goal 2 Strategy 5
2. Student and Parent Incentives for Parent attendance at important events	2. School Admin/ Teaching Staff /Parents	2. Parent involvement meetings and a variety of meetings and activities for parents to get involved. (Referred to in Goals 1&2). (Timeline: August 22, 2018-June 14, 2019)	2. \$2,000 Other fund

3. PBIS Middle School Assemblies and Honor Roll Breakfast	3. School Admin and Middle School Staff	3. School admin recognize middle school students with separate assemblies and recognition of students' grade point averages. (Timeline: August 22, 2018-June 14, 2019)	3. \$1,000 Other fund
5. Campus Relations Coordinator	5. School Admin/ Campus Relations Coordinator	5. Campus Relations Liaison works with admin team, staff, and parents to respond to student needs and promote a positive school climate (Timeline: August 22, 2018-June 14, 2019)	5. \$42,900 General Fund- Supplemental & Concentration
7. Electives	7. School staff	7. Students in middle school participate in electives such as AVID, art, music, and makerspace. (Timeline: August 22, 2018-June 14, 2019)	7. See Goal 1 Strategy 1

ANALYSIS

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

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

Daily Rewards System - We continue to use the token economy to support our PBIS plan.

Student and Parent incentives for parent attendance at important events - We gave out ice cream to all families for attending Back to School night and Open House. We have also given out books and manipulatives to support student learning at home.

PBIS Middle School Assemblies and Honor Roll Breakfast - We held monthly awards assemblies. The assemblies also had grade level games to encourage participation from students. Honor Roll Breakfast was held after each trimester to celebrate students on Principal's List.

Campus Relations Coordinator - Campus Relations Liaison works with admin team and parents to respond to student needs and promote a positive school climate. He also ran Solution Team meetings to support students who had ongoing difficulty with peers.

Electives - Students are able to participate in AVID, art, music, and makerspace.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students and families appreciated the rewards systems with the token economy, WOW Store, and monthly awards. Families reported liking the rewards and prizes for attending events.

Campus relations coordinator was able to build strong relationships with students, families, and staff to help improve school climate.

Moving the middle school elective period to the first period of the day, helped with a reduction of tardies for middle school students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed expenditures and actual expenditures.

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

We will continue to work on increasing parent participation and attendance.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 508,755

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I	\$69,296

S and C	\$37,422
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of consolidated federal funds for this school: \$106,718

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

State or Local Programs	Allocation (\$)
School Administration	\$4,799
General Fund	\$10,466
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of consolidated state or local funds for this school: \$ 15,265

Total of consolidated (federal, state, and/or local) funds for this school: \$121,983

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if

appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;

- c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
 5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
 6. 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.
 7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

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 *A. Lee* 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:

<u>Michelle Masuda Lee</u>	<u><i>[Signature]</i></u>	<u>12-6-19</u>
Typed name of School Principal	Signature of School Principal	Date
<u>Amalia Corona</u>	<u><i>[Signature]</i></u>	<u>12/6/19</u>
Typed name of SSC/ELAC Chairperson	Signature of SSC/ELAC Chairperson	Date