School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School 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.

School Name	Vallecito Elementary School
Address	50 Nova Albion Way San Rafael, CA 94903
County-District-School (CDS) Code	21-65318-6024244
Principal	Elizabeth Foehr
District Name	Dixie Elementary School District

SPSA Revision Date	School Year 2018-2019
Schoolsite Council (SSC) Approval Date	March 29, 2019
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

Our mission is to teach all students to be purposeful learners, productive, participating, and caring citizens who will establish and accomplish appropriate goals for both self and community.

School Profile

The Dixie School District is an elementary district serving the northern San Rafael community of Terra Linda, Marinwood, Lucas Valley and a portion of Contempo Marin. It was founded in 1864, making it one of the oldest school districts in Marin County. Dixie School District includes three elementary schools for transitional kindergarten through fifth grades: Dixie School, Vallecito School and Mary E. Silveira School. Sixth through eighth graders attend Miller Creek Middle School.

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 Vallecito Site Council is a committee of teachers, staff members, and parents who met once a month to consult on the SPSA/ Annual Review and Update.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.2%	0.20%		1	1
African American	0.7%	1.0%	0.78%	3	5	4
Asian	6.9%	7.5%	8.63%	32	37	44
Filipino	0.7%	1.0%	0.98%	3	5	5
Hispanic/Latino	14.4%	13.4%	13.33%	67	66	68
Pacific Islander	1.1%	0.8%	0.78%	5	4	4
White	69.0%	70.0%	69.22%	321	345	353
Multiple/No Response	7.1%	%	%	33		
			Total Enrollment	465	493	510

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		87	92
Grade 1		77	72
Grade 2		96	79
Grade3		82	96
Grade 4		90	81
Grade 5		61	90
Total Enrollment		493	510

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	67	61	56	14.4%	12.4%	11.0%
Fluent English Proficient (FEP)	31	34	39	6.7%	6.9%	7.6%
Reclassified Fluent English Proficient (RFEP)	28	10	18	33.3%	14.9%	29.5%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	89	82	96	87	81	94	87	81	94	97.8	98.8	97.9
Grade 4	70	91	80	68	91	78	68	91	78	97.1	100	97.5
Grade 5	70	61	90	69	60	88	69	60	88	98.6	98.4	97.8
All Grades	229	234	266	224	232	260	224	232	260	97.8	99.1	97.7

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2468.	2468.	2474.	47	40.74	41.49	21	28.40	27.66	18	19.75	26.60	14	11.11	4.26
Grade 4	2512.	2503.	2518.	50	39.56	44.87	26	26.37	30.77	13	20.88	15.38	10	13.19	8.97
Grade 5	2561.	2545.	2552.	48	46.67	39.77	35	21.67	34.09	10	20.00	13.64	7	11.67	12.50
All Grades	N/A	N/A	N/A	48	41.81	41.92	27	25.86	30.77	14	20.26	18.85	11	12.07	8.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	44	40.74	47.87	43	41.98	43.62	14	17.28	8.51
Grade 4	43	38.89	42.31	44	51.11	44.87	13	10.00	12.82
Grade 5	39	48.33	45.45	48	38.33	39.77	13	13.33	14.77
All Grades	42	41.99	45.38	45	44.59	42.69	13	13.42	11.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	40	46.91	34.04	48	35.80	54.26	13	17.28	11.70
Grade 4	46	40.00	39.74	44	47.78	53.85	10	12.22	6.41
Grade 5	55	46.67	53.41	35	38.33	35.23	10	15.00	11.36
All Grades	46	44.16	42.31	43	41.13	47.69	11	14.72	10.00

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	33	27.16	38.30	59	66.67	60.64	8	6.17	1.06
Grade 4	22	27.78	35.90	71	57.78	57.69	7	14.44	6.41
Grade 5	32	36.67	25.00	64	51.67	69.32	4	11.67	5.68
All Grades	29	29.87	33.08	64	59.31	62.69	7	10.82	4.23

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	36	35.80	38.30	55	54.32	52.13	9	9.88	9.57
Grade 4	37	36.67	38.46	56	52.22	56.41	7	11.11	5.13
Grade 5	54	35.00	43.18	42	55.00	42.05	4	10.00	14.77
All Grades	42	35.93	40.00	51	53.68	50.00	7	10.39	10.00

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	89	82	96	88	81	94	88	81	94	98.9	98.8	97.9
Grade 4	70	91	80	69	91	80	69	91	80	98.6	100	100
Grade 5	70	61	90	69	60	89	69	60	89	98.6	98.4	98.9
All Grades	229	234	266	226	232	263	226	232	263	98.7	99.1	98.9

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2477.	2475.	2480.	36	38.27	34.04	32	34.57	40.43	23	16.05	18.09	9	11.11	7.45
Grade 4	2517.	2511.	2512.	39	26.37	28.75	33	37.36	40.00	22	30.77	23.75	6	5.49	7.50
Grade 5	2562.	2543.	2543.	48	36.67	33.71	22	30.00	30.34	19	18.33	22.47	12	15.00	13.48
All Grades	N/A	N/A	N/A	41	33.19	32.32	29	34.48	36.88	21	22.41	21.29	9	9.91	9.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	46.91	51.06	39	39.51	34.04	14	13.58	14.89
Grade 4	45	46.15	43.75	36	36.26	40.00	19	17.58	16.25
Grade 5	58	46.67	47.19	22	33.33	37.08	20	20.00	15.73
All Grades	50	46.55	47.53	33	36.64	36.88	17	16.81	15.59

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	50.62	44.68	45	40.74	46.81	9	8.64	8.51
Grade 4	51	34.07	36.25	38	51.65	48.75	12	14.29	15.00
Grade 5	46	35.00	34.83	39	50.00	43.82	14	15.00	21.35
All Grades	47	40.09	38.78	41	47.41	46.39	12	12.50	14.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	45.68	47.87	47	48.15	45.74	8	6.17	6.38
Grade 4	54	32.97	38.75	39	53.85	45.00	7	13.19	16.25
Grade 5	38	31.67	26.97	49	53.33	53.93	13	15.00	19.10
All Grades	46	37.07	38.02	45	51.72	48.29	9	11.21	13.69

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1432.8	1442.6	1409.9	21
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				57

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	21
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*	*	*			*
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*					*	*	*
All Grades	25	43.86	21	36.84	*	*	*	*	57

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			21
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*			*	*	*
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*					*	*	*
All Grades	29	50.88	20	35.09	*	*	*	*	57

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	21
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*			*	*	*
Grade 3			*	*	*	*			*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*	*	*
All Grades	15	26.32	24	42.11	*	*	*	*	57

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	17	80.95	*	*			21
Grade 1	*	*			*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*			*	*	*
All Grades	40	70.18	14	24.56	*	*	57

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	21
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*			*
Grade 4	*	*			*	*	*
Grade 5	*	*			*	*	*
All Grades	32	56.14	18	31.58	*	*	57

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	16	76.19	*	*	21
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5			*	*	*	*	*
All Grades	16	28.07	36	63.16	*	*	57

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	13	61.90	*	*	*	*	21
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
All Grades	32	56.14	18	31.58	*	*	57

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
510	**13.7%**	**11.0%**	**0.2%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	56	11.0%
Foster Youth	1	0.2%
Homeless	7	1.4%
Socioeconomically Disadvantaged	70	13.7%
Students with Disabilities	37	7.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.8%
American Indian	1	0.2%
Asian	44	8.6%
Filipino	5	1.0%
Hispanic	68	13.3%
Two or More Races	31	6.1%
Pacific Islander	4	0.8%
White	353	69.2%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Blue

Mathematics

Green

English Learner Progress

No Performance Color

Academic Engagement

Chronic Absenteeism

Green

Conditions & Climate

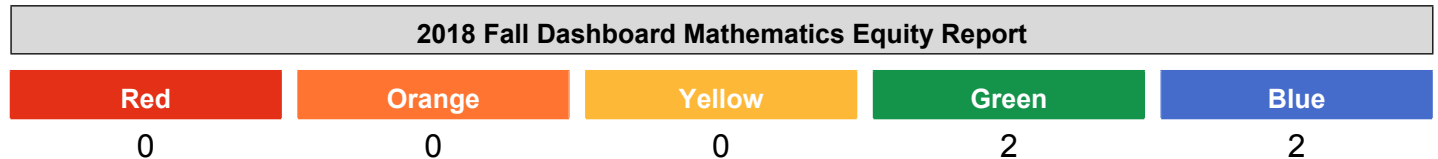**Suspension Rate**

Blue

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	0	3

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
46.2 points above standard	20.6 points above standard	0 Students
Increased 9.5 points	Increased 25.7 points	
260 students	48 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	11.7 points above standard	19.1 points below standard
3 students	Increased 45.6 points	Increased 12.3 points
	37 students	34 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	59.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2 students		Declined -12.3 points	2 students
		20 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
16.7 points below standard	42.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	57.5 points above standard
Increased 3.9 points	Declined -4.7 points	3 students	Increased 9.7 points
35 students	18 students		180 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
44.3 points below standard	56.2 points above standard	49.6 points above standard
Increased 17 points	Increased 21.2 points	Increased 3.2 points
17 students	31 students	208 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	2

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
31.2 points above standard	16.4 points above standard	0 Students
Maintained 2.8 points	Increased	
	26.8 points	
260 students	48 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	9 points below standard	17.1 points below standard
	Increased	Increased 9.4 points
3 students	32.9 points	
	37 students	34 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	64.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2 students		Declined -12.7 points	2 students
		20 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
15.7 points below standard	45.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	35.5 points above standard
Increased	Declined -3.1 points	3 students	Maintained -1.5 points
15.9 points	18 students		180 students
35 students			

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
38.6 points below standard	46.5 points above standard	33.1 points above standard
Increased 13.1 points	Increased	Declined -5 points
17 students	27.4 points	208 students
	31 students	

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
57	43.9%	36.8%	14%	5.3%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

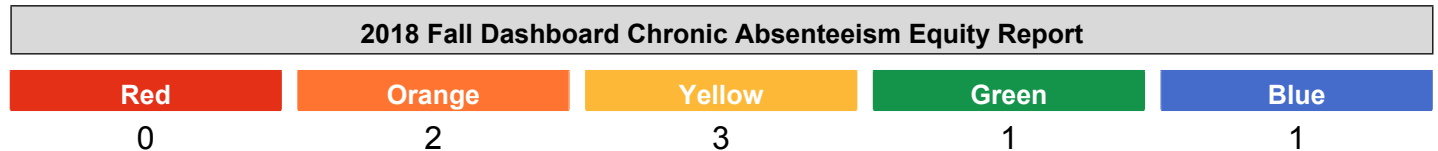**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	1	1

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
4.5% chronically absent	6.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.3%	Maintained 0.3%	
515 students	65 students	1 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	12.5% chronically absent	6.5% chronically absent
	Increased 2.1%	Increased 2.9%
9 students	80 students	46 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
4 students	1 students	Declined 3.2%	5 students
		45 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Yellow	No Performance Color	Yellow
6.9% chronically absent	6.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	3.7% chronically absent
Declined 1.9%	Maintained 0.2%	4 students	Increased 0.8%
72 students	31 students		353 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018

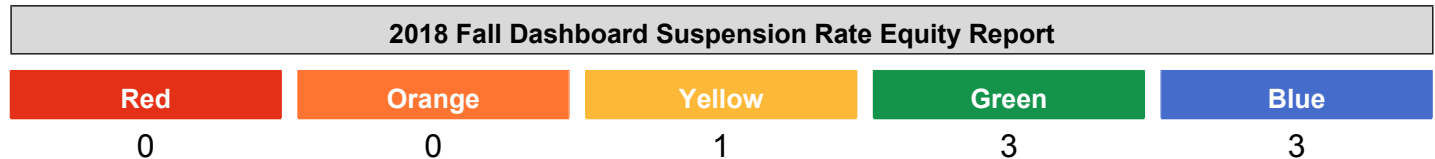**Conclusions based on this data:**

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	3

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.6% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Declined -1%	Declined -1.5%	1 students
516 students	66 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	1.3% suspended at least once	4.3% suspended at least once
9 students	Declined -5.9%	Declined -0.9%
	80 students	46 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	0% suspended at least once	Less than 11 Students - Data
4 students	1 students	Maintained 0%	5 students
		46 students	

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Green
1.4% suspended at least once	0% suspended at least once	Less than 11 Students - Data	0.6% suspended at least once
Declined -4.2%	Maintained 0%	4 students	Declined -0.3%
72 students	31 students		353 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.4% suspended at least once	1.6% suspended at least once	0.6% suspended at least once

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

Goal Statement:
High academic achievement for all students, including closing any language arts achievement gaps, through the teaching and learning of the California State Standards in English Language Arts and Social Studies using collaborative lesson planning, standards aligned materials and varied instructional strategies.

LCAP Goal

Goal Statement: Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills.
State Priorities: 1, 2, 4 and 6.

Basis for this Goal

Scores from classroom based assessments, teacher observation, BPST, Read Live, STAR Reading Assessment/ Accelerated Reader, SIPPS, LEXIA, Sonday, and Wonders will be used to guide instruction. We will also use technology based intervention programs. Data from these programs will help us monitor the progress of all students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Staff to engage in "Inquiry Team Cycles" throughout the school year in order to create action plans to raise student achievement based on available data.

Staff to fully implement AR and STAR in grades 2-5.

Staff to partially implement AR and STAR in 1st grade.

Staff to fully implement independent reading at all grade levels with integrated conferring and strategy group support.

Staff to differentiate and begin implementing small group language arts instruction, including guided reading and literacy centers.

3rd-grade staff to explore a "Writer's Workshop Light" model to increase independent writing and share expertise with colleagues at grade level meetings.

Staff to use the Beyond SST process to engage with interventions for students struggling with language arts.

Grade levels across the district to meet once a month to ensure district alignment at "District Learning Wednesdays."

Provide opportunities in the classroom for fluid grouping and deepening the level of critical thinking with extensions and alternative projects for students who are meeting or above grade level benchmarks.

Utilize regular practice of pre-assessments to determine which students already know a skill or content and they are ready for extensions or alternative project learning within the grade level curriculum.

Incorporate technology appropriately in the classroom to support, enhance, and engage students with learning.

Utilize Digital Citizenship and Common Sense Media lessons on an annual basis in all grades.

Educational Services Department will continue to provide coaching and professional development that is aligned with best practices and an opportunity for teachers to give feedback about support needed and effectiveness of programs during grade-level meetings and District Learning Wednesdays.

Use pre and post assessment data to evaluate the success and progress of targeted students who participate in six to eight week intervention opportunities with a trained intervention instructional specialist. Teachers and intervention specialists will meet every eight weeks to discuss student progress and modify instruction.

Staff designs Special Education supports to ensure that all students with exceptional needs are appropriately identified, assessed, and provided free, appropriate public education programs and services designed to meet their unique needs.

Encourage cross-curricular unit creation to incorporate social studies, cultural inclusion and science standards with literacy learning. Coordinate with school librarian to ensure Social Studies units include multiple perspectives as outlined in the HSS frameworks.

Train teachers to understand and implement the new social studies framework through MCOE offerings and District Learning Wednesdays.

Through Friday folders, teacher websites, e-mail, and conferences, teachers share tips and best practices with parents for supporting reading and writing strategies at home.

Field trips align to language arts and social studies curriculum.

Students to be Served by this Strategy/Activity

All

Timeline

8/2019-6/2020

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Source	
	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

8/2019-6/2020

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Source

LCFF - Base

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

High academic achievement for all students through the teaching and learning of the California State Standards in Math and Science using innovative lesson planning, standards aligned materials and varied instructional strategies.

LCAP Goal

Goal Statement: Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills.
State Priorities: 1, 2, 4 and 6.

Basis for this Goal

Learning walks, classroom observations, data reviews, progress monitoring, formative assessments and summative assessments will be used to guide instruction. Data from the above programs will help us monitor the progress of all students receiving Tier II intervention.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Staff to engage in "Inquiry Team Cycles" throughout the school year in order to create action plans to raise student achievement based on available data.

Teachers collaborate on ways to differentiate instruction to ensure continuous achievement for all students with a focus on math centers.

Implement the State Standards when planning instruction and assessing for mastery. Report cards and assessments are realigned to match State Standards for instruction.

Continue to implement adopted and supplemental math curricula to meet student needs

Pilot and select a NGSS adopted curriculum for full implementation in 2020-2021.

Mystery Science will be used to support NGSS implementation

Pilot "Reflex Math" to support student math fact fluency

Grade levels to work together in order to align the elementary schools across the district at "District Learning Wednesdays."

Staff to use the Beyond SST process to engage with interventions for students struggling with math.

Support teacher professional development through release days to attend workshops on differentiated math instruction.

Incorporate technology in the classroom to support student learning through the use of in-class Chromebooks and iPads. Math Expressions provides online student activities, instruction, and assessments.

Continue supporting instructional learning through 1:1 device model in grades 3-5.

Our School Leadership Team and School Site Council will meet regularly to discuss site curricular programs to enhance learning opportunities for all students.

Students to be Served by this Strategy/Activity

All

Timeline

8/2019-6/2020

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Source LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

8/2019-6/2020

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Source LCFF - Base

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Climate and Culture

Goal Statement

Create and maintain a positive, safe and healthy school climate for students to learn.

LCAP Goal

Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills.

Basis for this Goal

Staff observational notes, minutes from yard supervisor meetings, calendar of school events, attendance at parent meetings, staff/ student/ parent surveys.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Provide each student in the school a standing desk with alternative seating available in every classroom.

Code of Conduct and Life Skills will be taught and reinforced with monthly assemblies and weekly lessons. All teachers review school rules and promote inclusion for all.

Continue to use our Code of Conduct norms: Be Safe, Be Respectful, Be Responsible, and Be an Ally.

Using Dave Nettell classroom visits and Cooperative Adventure concepts, all classes will practice cooperative learning strategies that will increase student learning and promote positive behaviors.
Dave will visit all classrooms with sessions both in the fall and spring.

Strategy posters from Dave Nettell (Cooperative Adventures) and our Life Skills program will be
posted in all learning environments.

Provide alternative playground activity choices that could be provided at lunchtime. Coordinate with parent groups to provide additional choices as needed.
Train staff in simple conflict resolution strategies.

Deliver yard supervisor training regarding how to use effective interventions in social learning on the yard.

Mindfulness Training for all students. Use Mindfulness strategies throughout the school. Share strategies with parents.

Administer annual surveys to staff, parents, and 4th/5th grade students.

Host a Kindness Week in January in conjunction with Miller Creek Middle School's iWeek.

Implement cross-grade level "Eagle Eyes" program to support TK-K yard supervision

Train all staff in strategies to prevent bullying actions and strategies to intervene when bullying is suspected.

Expect all staff members to be proactive in their use of strategies when supervising students on the yard.

Cyber Safety and Awareness classes will be taught by the teachers at all grade levels throughout the school year. Appropriate use of technology will be monitored and enforced.

All staff will be trained in gender diversity and tolerance using the "Welcoming Schools" curriculum.

Equity and Inclusion Committee will meet regularly to discuss and create action plans to encourage more equity and inclusivity among our school community. This committee will consist of parents and teachers.

Provide school wide opportunities and family education that promote, celebrate and support our diverse population and unique differences in our school community, with a cultural celebration in spring.

Mentor non-English speaking parents by matching them with a family who can assist.

Continue to encourage Marin School Volunteers from the community to help in our classrooms.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019-6/2020

Person(s) Responsible

School Staff

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Base
Source	None Specified
Budget Reference	None Specified
Amount	3,500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Cooperative Adventures
Amount	7,700
Source	Foundation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description	Cooperative Adventures
Amount	8,000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Mindfulness Trainings
Amount	1,400
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Welcoming Schools Training
Amount	400
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Description	Eagle Eyes Training and Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Base
Budget Reference	None Specified
Source	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

School Staff

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Base

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Goal Statement:
High academic achievement for all students through the teaching and learning of the California State Standards in English Language Arts and Social Studies using collaborative lesson planning, standards aligned materials and varied instructional strategies.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Engage high achieving students with differentiated materials and instruction. Provide opportunities in the classroom for fluid grouping and deepening the level of critical thinking with extensions and alternative projects for students who are meeting or above grade level benchmarks. Utilize regular practice of pre-assessments to determine which students already know a skill or content and they are ready for extensions or alternative project learning within the grade level curriculum. Incorporate technology appropriately in the classroom to support, enhance, and engage students with learning. Continue supporting instructional learning		LCFF - Base	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
through 1:1 device model in grades 3-5. Explore Common Sense Media and CyberSafety lessons on an annual basis in all grades. Utilize teacher collaborative time to share best practices and teaching strategies, exploring varied resources and materials, researching new teaching programs, and utilizing 21st century learning tools (Creativity, Collaboration, communication, and Critical Thinking), to engage learners. Educational Services Department will continue to provide professional development that is aligned with best practices and an opportunity for teachers to give feedback about support needed and effectiveness of programs during grade-level meetings and District Learning Wednesdays. Use pre and post assessment data to evaluate the success and progress of targeted students who participate in six to eight week intervention opportunities with a trained intervention instructional specialist.			
Staff designs Special Education supports to ensure that all students with exceptional needs are appropriately identified, assessed, and		LCFF - Base	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
provided free, appropriate public education programs and services designed to meet their unique needs. Utilize GLAD strategies to provide success for all learners. Encourage cross-curricular unit creation to incorporate social studies, cultural inclusion and science standards with literacy learning. Use our school library as an integral piece of literacy and social studies curriculum and instruction. Each class will visit the school library weekly. Explore public library offerings and services. Through Friday folders, teacher websites, e-mail, and conferences, teachers share tips and best practices with parents for supporting reading and writing strategies at home. Field trips align to language arts and social studies curriculum. Continue to implement the new Language Arts curriculum (Wonders) our district. Explore a new social studies curriculum which could include pilot and purchase process. Train teachers to understand and implement the new social studies framework.			

Planned Strategy/Activity	**Actual Strategy/Activity**	**Proposed Expenditures**	**Estimated Actual Expenditures**

Analysis

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

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

Explain any material differences between the Proposed Expenditures and 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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

High academic achievement for all students through the teaching and learning of the California State Standards in Math and Science using innovative lesson planning, standards aligned materials and varied instructional strategies.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Share differentiated instructional strategies to ensure continuous achievement for all students. Utilize instructional practices such as differentiation, application, evaluation, revision, questioning, strategy sharing and discussion to support student mastery of concepts. Implement the State Standards when planning instruction and assessing for mastery. Report cards and assessments are realigned to match State Standards for instruction. Continue to implement math adopted curriculum as well as supplemental. Explore Next Generation Science Standards curricula (i.e., Mystery Science) Share best practices as we progress through the transition to Next		LCFF - Base	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Generation Science Standards. STEAM activities will also support math and science exploration and practice with the 21st Century Learning Tools.			
Incorporate technology in the classroom to support student learning through the use of in-class Chromebooks and iPads. Math Expressions provides online student activities, instruction, and assessments. Continue supporting instructional learning through 1:1 device model in grades 3-5. Our School Leadership Team and School Site Council will meet regularly to discuss site curricular programs to enhance learning opportunities for all students. Participate in a district wide creation of a path to math fact fluency that all students and staff may follow.		LCFF - Base	

Analysis

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

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

Explain any material differences between the Proposed Expenditures and 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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Create and maintain a positive, safe and healthy school climate for students to learn.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide each student in the school a standing desk. Code of Conduct and Life Skills will be taught and reinforced with monthly assemblies and weekly lessons. All teachers review school rules and promote inclusion for all. (Should be done at the beginning of the year and after Winter Break). Strategy posters from Dave Nettell (Cooperative Adventures) and our Life Skills program will be posted in all learning environments. Provide alternative playground activity choices that could be provided at lunchtime. Re-paint 3 Peace Paths on the playground for student use. Train staff in simple conflict resolution strategies.		LCFF - Base	
		None Specified None Specified	
		Cooperative Adventures 5800: Professional/Consulting Services And Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 3,500	
		Cooperative Adventures 5800: Professional/Consulting Services And Operating Expenditures Foundation 7,700	
		Mindfulness Trainings 0001-0999: Unrestricted: Locally Defined Foundation 8,000	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Deliver yard supervisor training regarding how to use effective interventions in social learning on the yard. Train all staff in strategies to prevent bullying actions and strategies to intervene when bullying is suspected. Expect all staff members to be proactive in their use of strategies when supervising students on the yard. Using Dave Nettell classroom visits and Cooperative Adventure concepts, all classes will practice cooperative learning strategies that will increase student learning and promote positive behaviors. Dave will visit all classrooms with sessions both in the fall and spring. All staff will be trained in gender diversity and tolerance. All classroom teachers will be trained in the use of Welcoming Schools guide. Cyber Safety and Awareness classes will be taught by the teachers at all grade levels throughout the school year. Post lessons on school web site. Appropriate use of technology will be monitored and enforced.			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Equity and Inclusion Committee will meet regularly to discuss and create action plans to encourage more equity and inclusivity among our school community. This committee will consist of parents and teachers. The school will seek outside funding sources (such as grants) to support action plans created by the Equity and Inclusivity Committee. Provide school wide opportunities and family education that promote, celebrate and support our diverse population and unique differences in our school community. Use the school Shutterfly website to encourage parents to volunteer or explore other opportunities for volunteer sign ups. Continue high school mentorship programs such as Friday afternoon tutoring and after school homework help. Mentor non-English speaking parents by matching them with a family who can assist. Continue to encourage Marin School Volunteers from the community to help in our classrooms. Expand Buddy Time to include recess activities.		Wells Fargo Grant None Specified LCFF - Base 1,000	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Mindfulness Training for all students. Use Mindfulness strategies throughout the school. Share strategies with parents. Welcoming Schools will provide an informational night to parents. Consider giving a climate and culture survey to 4th and 5th graders. Host a Kindness Week in January in conjunction with Miller Creek Middle School's iWeek.		LCFF - Base	
		Umbrellas, games, seating mats None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4,000	

Analysis

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

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

Explain any material differences between the Proposed Expenditures and 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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

Explain any material differences between the Proposed Expenditures and 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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

Explain any material differences between the Proposed Expenditures and 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.

Budget Summary and Consolidation

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	21,000.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Foundation	7,700.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	13,300.00

Expenditures by Budget Reference

Budget Reference	Amount
5800: Professional/Consulting Services And Operating Expenditures	20,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	Foundation	7,700.00
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	400.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	12,900.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Tracy Benning (Chair)	Parent or Community Member
David Benin	Parent or Community Member
Jennifer Cuthbertson	Parent or Community Member
Rachel Cahill	Parent or Community Member
Kelley Lehman	Parent or Community Member
Denise Tosti	Other School Staff
Jolee Woolard	Classroom Teacher
Meryl Ellinson	Classroom Teacher
Maureen Zink	Classroom Teacher
Elizabeth Foehr	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/14/19.

Attested:

Principal, Elizabeth Foehr on 3/14/20
SSC Chairperson, Tracy Benning on 3/14/20

Addendum

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

Instructions: Linked Table of Contents

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.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

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